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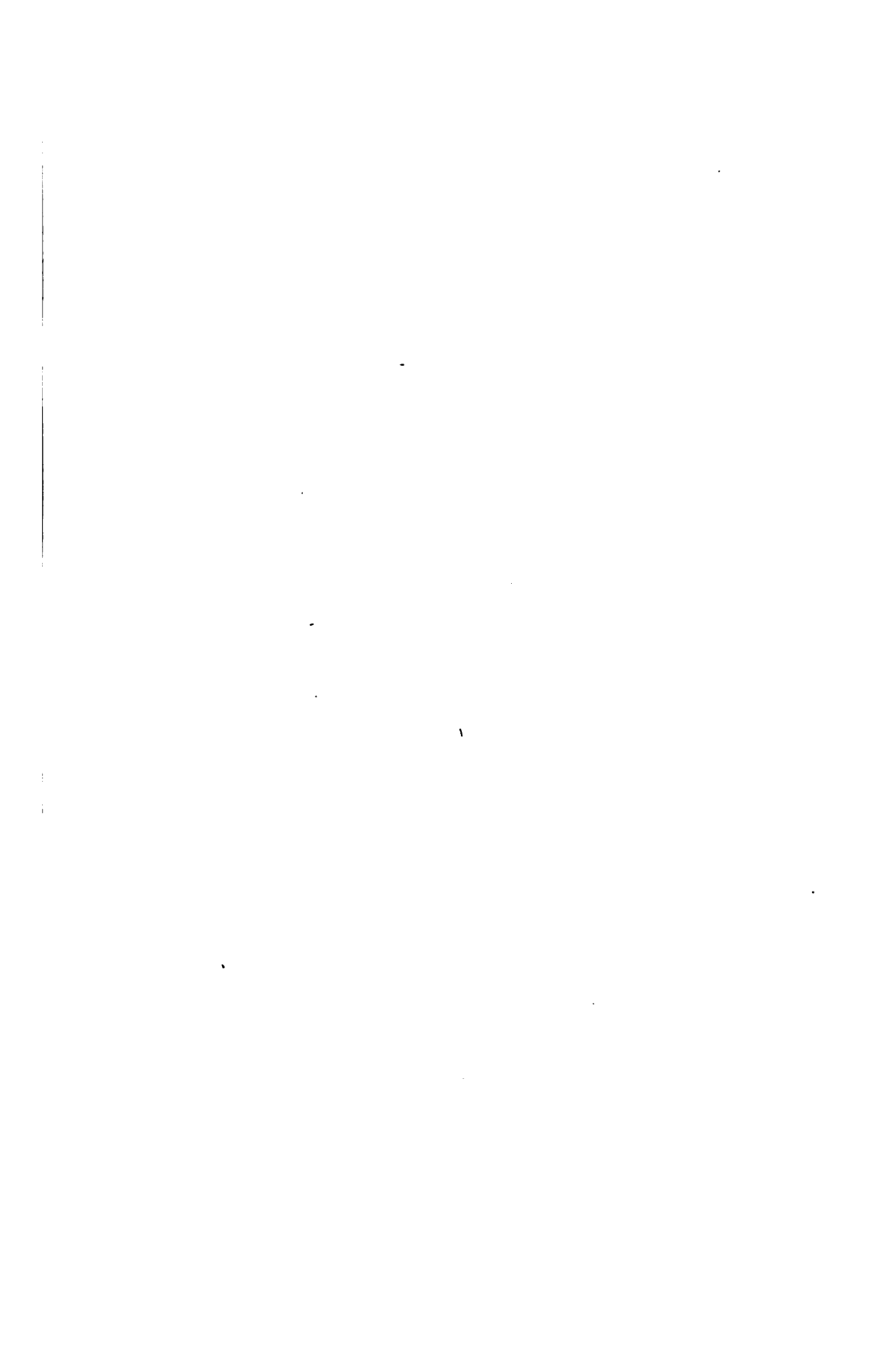
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VOLUME X.—1864.

THE

ILLINOIS TEACHER:

DEVOTED TO

Education, Science, and Free Schools.

S. A. BRIGGS, EDITOR.

S. H. WHITE, MATHEMATICAL EDITOR.

PEORIA, ILLINOIS:

PRINTED AND PUBLISHED BY N. C. NASON, 32 FULTON STREET.

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S. A. BRIGGS, Editor, Chicago.
P. O. Box 6467.

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1864.

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JANUARY, 1864.

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THE CONTRABAND SCHOOLS AT PORT ROYAL.

THERE are more than thirty schools in the territory, conducted by as many as forty or forty-five teachers, who are commissioned by the three associations in Boston, New York, and Philadelphia, and by the American Missionary Association. They have an average attendance of two thousand pupils, and are more or less frequented by an additional thousand. The ages of the scholars range in the main from eight to twelve years. They did not know even their letters prior to a year ago last March, except those who were being taught in the single school at Beaufort already referred to, which had been going on for a few weeks. Very many did not have the opportunity for instruction till weeks and even months after. During the spring and summer of 1862 there were not more than a dozen schools, and these were much interrupted by the heat, and by the necessity of assigning at times some of the teachers to act as superintendents. Teachers came for a brief time, and upon its expiration, or for other cause, returned home, leaving the schools to be broken up. It was not until October or November that the educational arrangements were put into much shape; and they are still but imperfectly organized. In some localities there is as yet no teacher, and this because the associations have not had the funds wherewith to provide one.

I visited ten of the schools, and conversed with the teachers of others. There were, it may be noted, some mixed bloods in the schools of the town of Beaufort,—ten in a school of ninety, thirteen in another of sixty-four, and twenty in another of seventy. In the schools on the plantations there were never more than half a dozen in one school, in some cases but two or three, and in others none.

The advanced classes were reading simple stories and didactic passages in the ordinary school-books, as Hillard's Second Primary

Reader, Willson's Second Reader, and others of similar grade. Those who had enjoyed a briefer period of instruction were reading short sentences or learning the alphabet. In several of the schools a class was engaged on an elementary lesson in arithmetic, geography, or writing. The eagerness for knowledge and the facility of acquisition displayed in the beginning had not abated.

On the 25th of March I visited a school at the Central Baptist Church on St. Helena Island, built in 1855, shaded by lofty live-oak trees, with the long, pendulous moss every where hanging from their wide-spreading branches, and surrounded by the gravestones of the former proprietors, which bear the ever-recurring names of Fripp and Chaplin. This school was opened in September last, but many of the pupils had received some instruction before. One hundred and thirty-one children were present on my first visit, and one hundred and forty-five on my second, which was a few days later. Like most of the schools on the plantations, it opened at noon and closed at three o'clock, leaving the forenoon for the children to work in the field or perform other service in which they could be useful. One class, of twelve pupils, read page 70th in Willson's Reader, on 'Going Away'. They had not read the passage before, and they went through it with little spelling or hesitation. They had recited the first thirty pages of Towle's Speller, and the multiplication-table as high as fives, and were commencing the sixes. A few of the scholars, the youngest, or those who had come latest to the school, were learning the alphabet. At the close of the school they recited in concert the Psalm 'The Lord is my shepherd', requiring prompting at the beginning of some of the verses. They sang with much spirit hymns which had been taught them by the teachers, as,

"My country, 't is of thee,
Sweet land of liberty";

also,—

"Sound the loud timbrel";

also, Whittier's new song, written expressly for this school, the closing stanzas of which are,—

"The very oaks are greener clad,
The waters brighter smile;
Oh, never shone a day so glad
On sweet St. Helen's Isle!

"For none in all the world before
Were ever glad as we,—
We're free on Carolina's shore,
We're all at home and free!"

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Never has the pure Muse, which has sung only of truth and right, as the highest beauty and noblest art, been consecrated to a better service than to write the songs of praise for these little children, chat-tels no longer, whom the Savior, were he now to walk on earth, would bless as his own.

The prevalent song, however, heard in every school, in church and by the way-side, is that of 'John Brown', which very much amuses our white soldiers, particularly when the singers roll out,—

"We 'll hang Jeff. Davis on a sour apple-tree!"

The children also sang their own songs, as,—

"In de mornin' when I rise,
Tell my Jesus, Huddy oh? *
In de mornin' when I rise,
Tell my Jesus, Huddy oh?

"I wash my hands in de mornin' glory,
Tell my Jesus, Huddy oh?
I wash my hands in de mornin' glory,
Tell my Jesus, Huddy oh?

"Pray, Tony, pray, boy, you got de order,
Tell my Jesus, Huddy oh?
Pray, Tony, pray, boy, you got de order,
Tell my Jesus, Huddy oh?

"Pray, Rosy, pray, gal," etc.

Other songs of the negroes are common, as, 'The Wrestling Jacob', 'Down in the lonesome valley', 'Roll, Jordan, roll', 'Heab'n shall-a be my home'. Russell's 'Diary' gives an account of these songs, as he heard them in his evening row over Broad River, on his way to Treacot's estate.

One of the teachers of this school is an accomplished woman from Philadelphia. Another is from Newport, Rhode Island, where she had prepared herself for this work by benevolent labors in teaching poor children. The third is a young woman of African descent, of olive complexion, finely cultured, and attuned to all beautiful sympathies, of gentle address, and, what was specially noticeable, not possessed with an overwrought consciousness of her race. She had read the best books, and naturally and gracefully enriched her conversation with them. She had enjoyed the friendship of Whittier; had been a pupil in the Grammar-School of Salem, then in the State Normal School in that city, then a teacher in one of the schools for white

* How d' y' do?

children, where she had received only the kindest treatment both from the pupils and their parents,—and let this be spoken to the honor of that ancient town. She had refused a residence in Europe, where a better social life and less unpleasant discrimination awaited her, for she would not dis sever herself from the fortunes of her people; and now, not with a superficial sentiment, but with a profound purpose, she devotes herself to their elevation.

At Coffin Point, on St. Helena Island, I visited a school kept by a young woman from the town of Milton, Massachusetts, 'the child of parents passed into the skies', whose lives have both been written for the edification of the Christian world. She teaches two schools, at different hours in the afternoon, and with different scholars in each. One class had read through Hillard's Second Primary Reader, and were on a review, reading Lessons 19, 20, and 21, while I was present. Being questioned as to the subjects of the lessons, they answered intelligently. They recited the twos of the multiplication-table, explained numeral letters and figures on the blackboard, and wrote letters and figures on slates. Another teacher in the adjoining district, a graduate of Harvard, and the son of a well-known Unitarian clergyman of Providence, Rhode Island, has two schools, in one of which a class of three pupils was about finishing Ellsworth's First Progressive Reader, and another, of seven pupils, had just finished Hillard's Second Primary Reader. Another teacher, from Cambridge, Massachusetts, on the same island, numbers one hundred pupils in his two schools. He exercises a class in elocution, requiring the same sentence to be repeated with different tones and inflections, and one could not but remark the excellent imitations.

In a school at St. Helena village, where were collected the Edisto refugees, ninety-two pupils were present as I went in. Two ladies were engaged in teaching, assisted by Ned Loyd White, a colored man, who had picked up clandestinely a knowledge of reading while still a slave. One class of boys and another of girls read in the seventh chapter of St. John, having begun this Gospel and gone thus far. They stumbled a little on words like 'unrighteousness' and 'circumcision'; otherwise they got along very well. When the Edisto refugees were brought here, in July, 1862, Ned, who is about forty or forty-five years old, and Uncle Cyrus, a man of seventy, who also could read, gathered one hundred and fifty children into two schools, and taught them as best they could for five months until teachers were provided by the societies. Ned has since received a donation from one of the societies, and is now regularly employed on a salary. A woman comes to one of the teachers of this school for in-

struction in the evening, after she has put her children to bed. She had become interested in learning by hearing her younger sister read when she came from her school; and when she asked to be taught, she had learned from this sister the alphabet and some words of one syllable. Only a small proportion of the adults are, however, learning.

On the 8th of April, I visited a school on Ladies Island, kept in a small church on the Eustis estate, and taught by a young woman from Kingston, Massachusetts. She had manifested much persistence in going to this field, went with the first delegation, and still keeps the school which she opened in March, 1862. She taught the pupils their letters. Sixty-six were present on the day of my visit. A class of ten pupils read the story which commences on page 86th of Hillard's Second Primary Reader. One girl, Elsie, a full black, and rather ungainly withal, read so rapidly that she had to be checked,—the only case of such fast reading that I found. She assisted the teacher by taking the beginners to a corner of the room and exercising them upon an alphabet-card, requiring them to give the name of letters taken out of their regular order, and with the letters making words, which they were expected to repeat after her. One class recited in Eaton's First Lessons in Arithmetic; and two or three scholars with a rod pointed out the states, lakes, and large rivers on the map of the United States, and also the different continents on the map of the world, as they were called. I saw the teacher of this school at her residence, late in the afternoon, giving familiar instruction to some ten boys and girls, all but two being under twelve years, who read the twenty-first chapter of the Book of Revelation, and the story of Lazarus in the eleventh chapter of St. John. Elsie was one of these. Seeing me taking notes, she looked archly at the teacher, and whispered, "He 's putting me in the book"; and as Elsie guessed, so I do. The teacher was instructing her pupils in some dates and facts which have had much to do with our history. The questions and answers, in which all the pupils joined, were these:

"Where were slaves first brought to this country?" "Virginia."
"When?" "1620." "Who brought them?" "Dutchmen."
"Who came the same year to Plymouth, Massachusetts?" "Pilgrims."
"Did they bring slaves?" "No."

A teacher in Beaufort put these questions, to which answers were given in a loud tone by the whole school:

"What country do you live in?" "United States." "What state?" "South Carolina." "What island?" "Port Royal."

"What town?" "Beaufort." "Who is your Governor?" "General Saxton." "Who is your President?" "Abraham Lincoln." "What has he done for you?" "He's freed us."

There were four schools in the town of Beaufort, all of which I visited, each having an average attendance of from sixty to ninety pupils, and each provided with two teachers. In some of them writing was taught. But it is unnecessary to describe them, as they were very much like the others. There is, besides, at Beaufort an industrial school, which meets two afternoons in a week, and is conducted by a lady from New York, with some dozen ladies to assist her. There were present, the afternoon I visited it, one hundred and thirteen girls from six to twenty years of age, all plying the needle, some with pieces of patchwork, and others with aprons, pillow-cases, or handkerchiefs.

Though I have never been on the school-committee, I accepted invitations to address the schools on these visits, and particularly plied the pupils with questions, so as to catch the tone of their minds; and I have rarely heard children answer with more readiness and spirit. We had a dialogue substantially as follows:

"Children, what are you going to do when you grow up?"

"Going to work, Sir."

"On what?"

"Cotton and corn, Sir."

"What are you going to do with the corn?"

"Eat it."

"What are you going to do with the cotton?"

"Sell it."

"What are you going to do with the money you get for it?"

One boy answered in advance of the rest,—

"Put it in my pocket, Sir."

"That won't do. What's better than that?"

"Buy clothes, Sir."

"What else will you buy?"

"Shoes, Sir."

"What else are you going to do with your money?"

There was some hesitation at this point. Then the question was put,

"What are you going to do Sundays?"

"Going to meeting."

"What are you going to do there?"

"Going to sing."

"What else?"

"Hear the parson."

"Who's going to pay him?"

One boy said, "Government pays him"; but the rest answered, "We's pays him."

"Well, when you grow up, you'll probably get married, as other people do, and you'll have your little children; now, what will you do with them?"

There was a titter at this question; but the general response came, "Send 'em to school, Sir."

"Well, who'll pay the teacher?"

"We's pays him."

One who listens to such answers can hardly think that there is any natural incapacity in these children to acquire with maturity of years the ideas and habits of good citizens.

The children are cheerful, and, in most of the schools, well-behaved, except that it is not easy to keep them from whispering and talking. They are joyous, and you can see the boys after school playing the soldier, with corn-stalks for guns. The memory is very susceptible in them,—too much so, perhaps, as it is ahead of the reasoning faculty.

The labor of the season has interrupted attendance on the schools, the parents being desirous of having the children aid them in planting and cultivating their crops, and it not being thought best to allow the teaching to interfere in any way with industrial habits.

A few freedmen, who had picked up an imperfect knowledge of reading, have assisted our teachers, though a want of proper training materially detracts from their usefulness in this respect. Ned and Uncle Cyrus have already been mentioned. The latter, a man of earnest piety, has died since my visit. Anthony kept four schools on Hilton-Head Island last summer and autumn, being paid at first by the superintendents, and afterward by the negroes themselves; but in November he enlisted in the negro regiment. Hettie was another of these. She assisted Barnard at Edisto last spring, continued to teach after the Edisto people were brought to St. Helena village, and one day brought some of her pupils to the school at the Baptist Church, saying to the teacher there that she could carry them no farther. They could read their letters and words of one syllable. Hettie had belonged to a planter on Wadmelow Island, a kind old gentleman, a native of Rhode Island, and about the only citizen of Charleston who, when Samuel Hoar went on his mission to South Carolina, stood up boldly for his official and personal protection. Hettie had been taught to read by his daughter; and let this be remembered to the honor of the young woman.

Such are the general features of the schools as they met my eye.

The most advanced classes, and these are but little ahead of the rest, can read simple stories and the plainer passages of Scripture; and they could even pursue self-instruction, if the schools were to be suspended. The knowledge they have thus gained can never be extirpated. They could read with much profit a newspaper specially prepared for them and adapted to their condition. They are learning that the world is not bounded north by Charleston, south by Savannah, west by Columbia, and east by the sea, with dim visions of New York on this planet or some other,—about their conception of geography when we found them. They are acquiring the knowledge of figures with which to do the business of life. They are singing the songs of freemen. Visit their schools; remember that a little more than a twelvemonth ago they knew not a letter, and that for generations it has been a crime to teach their race; then contemplate what is now transpiring, and you have a scene which prophets and sages would have delighted to witness. It will be difficult to find equal progress in an equal period since the morning rays of Christian truth first lighted the hill-sides of Judea. I have never looked on St. Peter's, or beheld the glories of art which Michel Angelo has wrought or traced; but to my mind the spectacle of these poor souls struggling in darkness and bewilderment to catch the gleams of the upper and better light transcends in moral grandeur any thing that has ever come from mortal hands.

Atlantic Monthly.—"The Freedmen at Port Royal", by EDWARD L. PIERCE.

A B O U T W E D D I N G S .

BY REV. ROBERT COLLIER.

LAST week, a young man and woman came to our house; and he said, rather timidly, "We have come to be married." They were entire strangers. I had never seen their faces until then. I only knew their names, as they were written on the license. They came to me as if they had come out of another life. They had both pleasant faces—clear, honest eyes. Their hands trembled as they clasped each the other's, just as I love to see the hands of youth and maiden tremble at that time—evidence that the deepest chords of the heart are touched, and this is the vibration. Their voices sounded very real when I said, "Wilt thou have this woman? this man?" and they answered, "I will." Finally, when I had said the prayer of

consecration over the solemn thing they had just done, and looked up into their faces, I saw that their eyes were full of happy tears. So they went out,

"To make a brave new world, wherein should grow
The fairest flowers of faith and hope and love."

I never 'make a few remarks' at a wedding—never. I feel that if ever such a thing can be most painfully impertinent and out of place, it is then. No words that I can say to a good man and woman can be more than a poor shadow of the words that have been said before they come to me. So I made no remarks to these good strangers; and yet I thought a good deal—touched, I suppose, by their singular, frank ways—about what could be said, not only then, but before and after, about this thing that alters the vocabulary of the world for us in a single minute, and in stead of 'this man', and 'this woman', sets all tongues a saying, 'thy wife', 'thy husband'.

And, beginning with the most material thing first, I would say, Do you know, if this is a true wedding, that it touches certain great laws of the world and of life, as surely as the rainbow touches the principles of light, or a crocus verifies for a child the advent of the spring? When God revealed to you this mystery of love that I hear pulsing through your voices as you answer me, you said, at such a time, "We will be man and wife." You could have come to me on the next day, but you did n't. You saw the right time in the distance, and waited. What made the right time? The man will say, When I had succeeded in life up to such a point. The woman will say, When I was ready; which may mean a thousand things that even a minister can not explain. This was all true; but it was only locally true. The reason why the snow-drop comes out in the spring is because the sunbeams are resting in that corner with a more lingering, kindly touch, and are wakening in the hidden root the mystery of life that is folded in it, and in the cubic foot of earth that makes its uttermost, boundless world. But beyond that, is the slope of the earth to the sun; and beyond that, the great balancings of heaven; and beyond that, the touch of God, without which were no equinox, no fresh sunshine, and no snow-drop. So, if this is a true wedding, and no headlong tramp of a blind passion, these local causes that have set your wedding-day at this more distant time touch some vast principles that are continually rising into a clearer light through faith in the statistician. In that light, your true wedding-day depended upon the breadth of land we are cultivating in the Northwest; on the average crop; on the averages of birth, death, and emigration. When the crop is abundant,

and the channels open between the cotton-fields of the South and the cotton-mills of Lancashire, or between the great wool-fields of Australia and the woolen-mills of West-Yorkshire, the curates in the great parish churches of Leeds and Manchester are distracted, at the holidays, by the rush of weddings. I have seen, I suppose, forty couples wedded by a sort of wholesale process, in the parish' church in Leeds, and it was a very curious and pleasant sight to see. And there is a legend of a clergyman in what is now the cathedral church of Manchester, who had so many weddings on Easter Sunday—was, in fact, so hurried and badgered by weddings—that when he had married one great company in excoeding haste, after a little while a number came filing back, with very blank faces, and said, "Please, sir, wee'm gotten 't wrong lasses. We were wed stannin' all about"; to which the old gentleman replied, with great asperity, "I can not help that. You should have sorted yourselves before you came; now you must sort yourselves as you go home." If the curates in Manchester had to depend on weddings this year, they must starve.

There is a vital relation between Louisiana and Lancashire, that fixes the wedding-day, and, alas! unfixes it again, for the slave. So the great laws of life, far beyond our sight, touch us all. The reason why you waited for this day touches all reason and all life and all truth. The Irishman borrows half-a-crown, and trots away bare-footed with Bridget to the priest. The Scotchman has half-a-crown left when he has paid the minister and furnished the cottage. The Irishman cries out for the oppression of the Saxon. I will not try to defend the Saxon; there is no defense. I can only say that the Saxon tried the same thing in Scotland, with no sort of success; and I believe the reason lies some where back of those two half-crowns. The one man regarded the whispers of this universe as they were heard in his most local life. The other regarded only the impulsive affection of the moment. The consequence was, that his misery bred in and in; the great wheels of poverty ground him down into the dust more heavily in every generation, until, at the last, the Infinite mercy blocked them by the potato-rot, and started him anew. That Divine, Intelligent Will, in some way, has set the day for you, if this is a true wedding. For this human will, as all reverent religions teach us, is only and for ever sure as it reaches into the Divine Will.

"There are two kinds of strength —
One the strength of the river,
The other the strength of the sea.
They differ in this:
The river is lost if the ocean it miss;

If the sea miss the river, what matter? the sea.
Is the sea still for ever.
Its deep heart will be self-sufficing;
Unconscious of loss, less or more,
Its sources are infinite, brim-full to the shore."

Then, if this is a true wedding, it touches other beautiful and far-reaching principles. It is not only true that the man and woman are made in some sacred way one, but in the truest weddings they are most perfectly one by very contrast. As the day and the night make the day, and the summer and winter the year, so in the truest wedded life will the man and woman often differ; and I stand in the presence of most holy mysteries of order, as I look up from my prayer and see that those happy eyes are in the woman a clear, lustrous brown, and in the man light up a pleasant gray. The sun-fire and rain-water nurture the plant, and both come down from above. I would decide the question of race on the inductive principle, and say, Certainly we do not all spring from one primitive pair; else were the ducts and channels of life corrupted at the very fountain, and the result, at the first remove, not only a hideous social sin, at the sight of which we ought to blush and hide our faces for shame, but a result entailing misery and ruin to the race, in the same way, only so much worse, that we observe in the children where the streams of life, however sweet when they came from the common fountain two or three generations ago, are united again, and too soon, before the Divine power had time to set the fine edge of a perfect contrast in the most secret and sacred recesses of the life. This is the second secret of this true wedding, then—the reason for those eyes of brown and gray, or that while the husband is a line below the full stature of a man, the wife is a line above the fair stature of a woman. The old Black Douglas, Douglas the Hard, Douglas the Grim, Douglas Bell-the-Cat, were all of the line that produced the 'Douglas, Douglas, tender and true' of the ballad. The great English houses that reach back furthest are those that, to the utter woe and shame of aunts and heralds, have now and again heard the whisper in their nature that bid the eldest-born come down out of his castle, and wed some sweet, fair Grisilda of the cottage. That great line of David, out of which, in due time, Christ came, sprang equally from Hebrew Boaz and from Moabitish Ruth. Now, I do not know how you came by this revelation of your love. Locally, it may have been entirely plain, clear, and commonplace; but that local reason touches some vaster reason. All good mothers are great match-makers—the good mother Nature the greatest of all. Far beyond all that we see, are those great balancings of life that for

unnumbered centuries have kept the dwarf and giant at the premium of the raree-show, and made fair, average, moderately handsome men and women the nursing fathers and mothers of the world.

And, then, those hints of stature and color—these visible contrasts of the outer wedded life—are but shadows again of the inner contrasts that make true harmony for the soul. If this be a true wedding, it is probable that it is a wedding of a restless vivacity with a true serenity; of a soul that reaches easily into the future with a soul that holds hard to the present; of a generous giver with an undoubted saver; of a poetic soul and a soul mostly prose; of Shakspeare and Ann Hathaway, Burns and Connie Jean, Mary the Madonna and Joseph the Carpenter, John Peeryhingle and Little Dot. God has two purposes in this: first, to blend these two natures so that they make one large life; second, that a new world may be created in their children. The mould in which the soul of the child is cast is the blended soul of the woman and the man. Just as nature cares for the average in the form, God seems to care for the average in the spirit. He will not have your children all earthy or all heavenly; the nerve quiver at the slightest touch, or be impassive to the keenest stab. To look at a dollar as if it were a penny, or as if it were a pound; to be all poetry, or all prose, is not the Divine intention. Oh! how many lives have been embittered, or utterly ruined, for want of faith in this great purpose of God! They shall look on the world, and see divinest purposes wrought out by diversity. They shall look on the outer form of their own life, and still see the mystic 'like in difference'. Then they shall come to this highest of all things—the mutual human soul—and chafe and wonder at the divine diversity there. The man shall dislike the spiritualism of the woman, and the woman deplore the reasoning tendencies of the man; the one fret over this impulsive vivacity, the other over that impassive serenity; fall out because the one is nomadic, and the other is domestic; grow sharp because one does not know the worth of a dollar, and because the other knows it too well; wonder why respectively they can be Liberal and Orthodox. Will they not see that there is a vastly deeper purpose in this than their mutual waveless felicity?

That as by earth and sea, and day and night, and all balancing of antagonisms, God for ever works out blessing, and is most blessed of all in this, so not because you love each other, shall you what you call bear this difference in your blended life; but because this may be the most sacred of all amalgams, the perfect success of the divine Chemist, the very elixir of life to you and to your children, you shall live in perfect accord, 'self-reverent and reverencing each other'. Now let

me give you a hint, and then I will let you go. There is a wedding holy and unutterably touching, never entered on our books; unknown to the law, yet sacred before God as the marriage of Joseph and Mary. There is a story, among the records of the common life in England, of a miner who went down into the coal-pit one morning, failed to come up in the evening, nor could a trace of him be found; he had died in some remote corner, of the damp, and was lost. Forty years after, some miners, working the pit, found a human body, and brought it to the surface. By some such process as arsenic is said to effect, the poison of which the man died had preserved the frail form, so that, for an hour after he was brought back to the world, he lay like a strong man asleep. But no one knew him; the very memory of the fatal morning forty years ago had utterly faded away. Before he began to fall back to the dust that had waited so long, an old and feeble woman came to the pit-mouth, attracted by the crowd. She instantly knelt down beside the poor shadow, and lifted up her voice and wept. She knew the face. It was fresher to her than the face she had seen yesterday. This dead man was the lover of her lost youth. On the next day they were to be wedded. That next day never came. All the world had forgotten it, save this one woman. Her life passed away; death drew near; but when the time drew near that she must die, for one hour the face that she had loved to look upon came back again, and she found the wedded one of forty years. My friends, the world is full of such weddings, that wait until the mortal shall be lost in the immortal life, and the men and women of earth shall be the angels of God. Danté and Beatrice, Petrarch and Laura, and a million more, are wedded in this celestial union of the soul. Do not smile at that old man for nursing his cold, or at that ancient maiden for nursing her cat; do not pelt them with sharp-pricking jokes, and proverbs about their solitary single life. If we did but see as they see, perhaps we should be silent and reverent. For we should be aware how a sweet, holy presence had dwelt with them, lo! these forty years, wedded as truly as you are wedded to-day, but waiting patiently for the blessed consummation, and repeating ever: "Of all that my Father has given me I have lost nothing, but he will raise it up at the last day."

"For God above
Is great to grant as mighty to make;
He creates the love to reward the love;
And the loving soul he can not forsake."

CHICAGO, Christmas Eve.

THE GUIDE-POST.

D' ye know the road to th' bar'l of flour?
At break o' day let down the bars,
And plow y'r wheat-fields hour by hour,
Till sundown — yes, till shade o' stars.

You peg away the livelong day,
Nor loaf about, nor gape around;
And that's the road to the thrashin'-floor,
And into the kitchen, I'll be bound.

D' ye know the road where the dollars lie?
Follow the red cents here and there;
For if a man leaves them, I can guess
He won't have dollars any where.

D' ye know the road to Sunday's rest?
Just do n't o' week-days be afeared;
In field and work-shop do y'r best,
And Sunday comes itself, I've heard.

On Saturday it's not far off,
And brings a basketful o' cheer —
A roast, and lots o' garden-stuff,
And like as not a jug o' beer!

D' ye know the road to poverty?
Turn in at any tavern-sign;
Turn in — it's tempting as can be,
There's bran-new cards and liquor fine.

In the last tavern there's a sack;
And when the cash y'r pocket quits,
Jist hang the wallet on y'r back,
You vagabond, see how it fits!

D' ye know what road to honor leads,
And good old age? a lovely sight!
By way o' temperance, honest deeds,
And tryin' to do y'r duty right.

And when the road forks ary side,
And you're in doubt which one it is,
Stand still, and let your conscience guide;
Thank God it ca' n't lead you much amiss.

And now the road to churchyard gate
You need n't ask! Go any where!
Go, whether round-about or straight,
All roads at last 'll bring you there.

Go fearin' God, but lovin' more! —
I've tried to be an honest guide;
You'll find the grave has got a door,
And somethin' for you t' other side.

BAYARD TAYLOR, from the German of HEBEL.

METHOD OF TEACHING GEOGRAPHY.

PROBABLY no branch of study in our common schools is so poorly taught or so indefinitely understood as geography. Scholars often commit to memory many detached facts, unimportant descriptions, and long lists of names of towns, capes, gulfs, rivers, etc., but gain no conception of the principles and laws that underlie this important science. Geography is a science, and should be taught as such; then the vast amount of details and extraneous matter that encumber our text-books can be easily learned. Prof. Arnold Guyot, Professor of Physical Geography at Neuchatel, Switzerland, one of the best geographers the world has produced, came to this country some ten years ago, and by his many lectures before educational conventions urged the importance of the study of physical geography as the foundation of all geographical knowledge. By the request of many who were deeply interested in the subject, he projected a series of *Wall Maps* for the use of schools, based on his system of instruction, viz., illustrating physical and political geography.

All teachers and friends of popular education will be pleased to learn that this series of large maps, so long promised, will be ready for the fall schools. A Teacher's Manual also will be ready in a few days. But one great merit of the maps is that they can be used to advantage with any text-book on political or physical geography now in use in our common schools or academies. Their real merit, however, is of a much higher order. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published in this country or in Europe. Probably no one is so well qualified to prepare works on geography. Professor Guyot has devoted his lifetime to the investigation of this science.

He came to this country in connection with Prof. Agassiz, and each stands at the head of his respective department. Prof. Guyot has obtained a wide reputation among teachers by his lectures on physical geography, and by his published volume entitled 'Earth and Man'. This truly valuable book has passed through many editions, both in

this country and Europe, and is still the very best manual on physical geography to be found in any language. The complete works of Prof. Guyot are now being brought out on a munificent scale, corresponding with their merit, by the enterprising publisher, Mr. Charles Scribner, of New York. The publication of his complete series of maps and text-books is the largest and most extensive enterprise of the kind ever attempted — involving an expenditure of over \$40,000. The smaller maps and text-books will be issued from the press as fast as possible. It is the intention of the author and publisher to cover the whole ground, and be able to furnish maps and text-books adapted to every educational institution, from the primary school to the highest university. The publication of these works will mark a new era in the method of teaching geography. Almost every teacher has been wearied by trying to impart a knowledge of the 'ten thousand useful facts' which constitute the basis of our geographical text-books. Innumerable names of towns, rivers, bays, etc., taxing the memory beyond endurance, giving trivial descriptions of each section or prescribed boundaries, without reference to the physical features, and with no recognition of the principles of the science of geography.

With the publication of Prof. Guyot's maps and books we hope for a new order of things, and that classes will not be left to wander without the guide of principle and law in the ancient wilderness of miscellaneous facts. Let them know and feel that the Great Creative Hand can be traced in all the departments of geography; that the earth is an organic total, fitted by all its structure to be the home of man; that there is a 'life of the globe'; that the world, as much as the human body, exhibits design in all its members; that the air, ocean, and land, act and react perpetually upon one another, fitting this 'terraqueous sphere' for all the wants of the human race; that mountains, rivers, seas, etc., exercise an important influence on the products and industry of a people and the progress of nations; that nature provides for the growth of cities and towns; that the favoring winds and currents that aid the intelligent mariner are governed by law; in fact, that geography is a science worthy of their closest study.

Prof. Guyot, as an investigator of truth in this direction, stands out in bold relief above all others. None of the numerous pupils of the renowned Humboldt and Ritter has entered more into the spirit of investigation which was evinced by these acknowledged masters than he, and none has developed in a more felicitous manner, or with more important additions, the views which they were foremost to announce. Having been their pupil in early life, he adopted their views with enthusiasm which foreshadowed his late distinction. He early became

an earnest investigator of the natural world; the mountains and glaciers of his native land were his favorite study; and since his removal to the United States he has lost no opportunity to become familiar with the mountain ranges of the country. Fortunate indeed for our American youth that he has undertaken the preparation of a series of maps and books illustrating and embodying the results of his patient investigations and high attainments. In New England, especially, where their merits will be most fully appreciated, his works will receive a most hearty welcome; and we bespeak for them that general use which their intrinsic merits demand.

Maine Teacher.

THE WAYSIDE INN.*

WE are glad to welcome a new volume from Mr. Longfellow. It consists of a number of poems wrought into a narrative as the tales of a half-dozen travelers who meet by chance one evening at the Red-Horse Tavern, Sudbury, Massachusetts. These poems are, most of them, familiar, having appeared from time to time in the *Atlantic Monthly*; but the poet has done his work so skillfully that it is difficult to believe they were not intended when they were written to fit into these very niches. Perhaps they were: who knows? The whole volume is characterized by the the tenderness of feeling, purity of sentiment, and beautiful diction, for which Mr. Longfellow is famous, and we have thought we could do no better service to the readers of the *Teacher* than to group together some of the gems that glitter on every page.

The story opens thus :

One autumn night, in Sudbury town,
 Across the meadows bare and brown,
 The windows of the wayside inn
 Gleamed red with firelight through the leaves
 Of woodbine, hanging from the eaves
 Their crimson curtains rent and thin.
 As ancient is this hostelry
 As any in the land may be,
 Built in the old Colonial day,
 When men lived in a grander way,
 With ampler hospitality:
 A kind of old Hobgoblin Hall,

* Tales of a Wayside Inn, by Henry Wadsworth Longfellow. Boston: Ticknor & Fields. 1868. \$1.50.

Now somewhat fallen to decay,
 With weather-stains upon the wall,
 And stairways worn, and crazy doors,
 And creaking and uneven floors,
 And chimneys huge, and tiled, and tall.
 A region of repose it seems,
 A place of slumber and of dreams,
 Remote among the wooded hills;
 For there no noisy railway speeds,
 Its torch-race scattering smoke and gleeds;
 But noon and night, the panting teams
 Stop under the great oaks, that throw
 Tangles of light and shade below,
 On roofs and doors and window-sills.
 Across the roads the barns display
 Their lines of stalls, their mows of hay,
 Through the wide doors the breezes blow,
 The wattled cocks strut to and fro,
 And half-effaced by rain and shine,
 The Red Horse prances on the sign.
 Round this old-fashioned, quaint abode
 Deep silence reigned, save when a gust
 Went rushing down the road,
 And skeletons of leaves, and dust,
 A moment quickened by its breath,
 Shuddered and danced their dance of death.

But in the parlor there is a quite different scene. A group of friends have met,

And, though of different lands and speech,
 Each had his tale to tell, and each
 Was anxious to be pleased and please.

And in each intervening pause is heard the music of a violin. The landlord is the village 'Squire', and boasted of his descent from a long line of famous men. Over his coat-of-arms in the parlor was hung the sword his grandsire bore,

In the rebellious days of yore,
 Down there at Concord in the fight.

Being importuned for the story promised of old, but always left untold, he yields, and tells the story of Concord and Lexington in 'Paul Revere's Ride'.

Suspecting a movement, watch is kept in the North-Church tower, while

Beneath, in the churchyard, lay the dead,
In their night encampment on the hill,
 Wrapped in silence so deep and still

That he could hear, like a sentinel's tread,
 The watchful night-wind, as it went
 Creeping along *from tent to tent*,
 And seeming to whisper 'all is well !'

Only a moment he feels the spell of the hour, for he sees

Where the river widens to meet the bay,
 A line of black that bends and floats
 On the rising tide, like a bridge of boats.

Then the watchman hangs the signal-lights in the belfry, and there comes

A hurry of hoofs in a village street,
 A shape in the moonlight, a bulk in the dark,
 And beneath, from the pebbles, in passing, a spark
 Struck out by a steed flying fearless and fleet ;
 That was all ! And yet, through the gloom and the light,
 The fate of a nation was riding that night ;
 And the sparks struck out by that steed, in his flight,
 Kindled the land into flame with its heat.

Paul Revere goes over Medford bridge at 12, at 1 he gallops into Lexington, and

It was two by the village clock
 When he came to the bridge in Concord town.
 He heard the bleating of the flock,
 And the twitter of birds among the trees,
 And felt the breath of the morning breeze
 Blowing over the meadows brown.
 And one was safe and asleep in his bed
 Who at the bridge would be first to fall,
 Who that day would be lying dead,
 Pierced by a British musket-ball.

The rest of the story we all know. The poem concludes thus :

So through the night rode Paul Revere ;
 And so through the night went his cry of alarm
 To every Middlesex village and farm,—
 A cry of defiance and not of fear,
 A voice in the darkness, a knock at the door,
 And a word that shall echo for evermore !
 For, borne on the night-wind of the past,
 Through all our history, to the last,
 In the hour of darkness and peril and need,
 The people will waken and listen to hear
 The hurrying hoof-beats of that steed,
 And the midnight message of Paul Revere.

The poet having praised the hero of Lexington, at the expense of the old knight who went

Clinking about in foreign lands
With iron gauntlets on his hands,
And on his head an iron pot,

the student,

to appease

relates

The landlord's wrath, the others' fears,

A tale of the Decameron, told
In Palmieri's garden old,
By Fiametta, laurel-crowned,
While her companions lay around,

called the 'The Falcon of Ser Federigo', Ser Federigo lavished his wealth in wooing one who wed his rival, when, withdrawing to a small farm, the last of his domain, he spent his time in raising wine and fruit.

His only forester and only guest
His falcon, faithful to him, when the rest,
Whose willing hands had found so light of yore
The brazen knocker of his palace door,
Had now no strength to lift the wooden latch,
That entrance gave beneath a roof of thatch.

One day the son of her he loved, now a widow, comes to see his falcon, and fancies it so much that he falls sick of desire to possess it, and is likely to die. To gratify his desire to possess the falcon, Monna Giovanna visits the recluse.

They found Ser Federigo at his toil,
Like banished Adam delving in the soil;
And when he looked and these fair women spied,
The garden suddenly was glorified;
His long-lost Eden was restored again,
And the strange river winding through the plain
No longer was the Arno to his eyes,
But the Euphrates watering Paradise!

Ser Federigo kills the falcon to furnish a breakfast for his guests, at the close of which the lady prefers with many apologies her request, and learns the truth. Three days later the chapel-bell tolled the death of the child of grief.

Three months went by; and lo! a merrier chime
Rang from the chapel-bells at Christmas-time;
The cottage was deserted, and no more
Ser Federigo sat beside its door,

But now with servitors to do his will,
 In the grand villa, half-way up the hill,
 Sat at the Christmas feast, and at his side
 Monna Giovanna, his beloved bride,
 Never so beautiful, so kind, so fair,
 Enthroned once more in the old rustic chair,
 High-perched upon the back of which there stood
 The image of a falcon carved in wood,
 And underneath the inscription, with a date,
 "All things come round to him who will but wait."

Next comes "The Legend of Rabbi Ben Levi", the tale of the Spanish Jew, a man

Well versed in Hebrew books,
 Talmud and Targum, and the lore
 Of Kabala.

Then the Sicilian,

Clean shaven as a priest
 Who at the mass on Sunday sings,
 Save that upon his upper lip
 His beard, a good palm's length at least,
 Level and pointed at the tip,
 Shot sideways, like a swallow's wings,

tells the story of 'King Robert, of Sicily', the subject being the Scripture sentence: '*Deposuit potentes de sede, et exaltavit humiles.*' This the king denies, is taught its truth by a bitter experience, acknowledges his error, and is reinstated in his kingdom by the angel who has acted in the king's place, thus:

He beckoned to King Robert to draw nigher,
 And with a gesture bade the rest retire;
 And when they were alone, the Angel said,
 "Art thou the king?" Then bowing down his head,
 King Robert crossed both hands upon his breast,
 And meekly answered him: "Thou knowest best!
 My sins as scarlet are; let me go hence,
 And in some cloister's school of penitence,
 Across those stones, that pave the way to heaven,
 Walk barefoot, till my guilty soul is shriven!"
 The Angel smiled, and from his radiant face
 A holy light illumined all the place,
 And through the open window, loud and clear,
 They heard the monks chant in the chapel near,
 Above the stir and tumult of the street,—
 "He has put down the mighty from their seat,
 And has exalted them of low degree!"
 And through the chant a second melody

Rose like the throbbing of a single string,—
 "I am an Angel, and thou art the King!"

Then the musician, 'the blue-eyed Norseman' at whose playing

The wood-fire clapped its hands of flame,

told his tale, 'The Saga of King Olaf'. It is the longest and most perfect story of the book, a fantastic grouping of old Scandinavian legends. The god Thor defies Christ,

And King Olaf heard the cry,
 Saw the red light in the sky,
 Laid his hand upon his sword,
 As he leaned upon the railing,
 And his ships went sailing, sailing
 Northward into Drontheim Fiord.

There he stood as one who dreamed;
 And the red light glanced and gleamed
 On the armor that he wore;
 And he shouted, as the rifted
 Streamers o'er him shook and shifted,
 "I accept thy challenge, Thor!"

Having slain Iron-Beard,

King Olaf from the doorway spoke:
 "Choose ye between two things my folk,
 To be baptized or given up to slaughter."
 And seeing their leader stark and dead,
 The people with a murmur said,
 "O King, baptize us with thy holy water!"

So all the Drontheim land became
 A Christian land in name and fame,
 In the old gods no more believing and trusting.

Then he conquers Raud the Strong:

Then King Olaf said: "O Sea-King!
 Little time have we for speaking,
 Choose between the good and evil;
 Be baptized, or thou shalt die!"

Sharp his tooth was as an arrow,
 As he gnawed through bone and marrow;
 But without a groan or shudder,
 Raud the Strong blaspheming died.

But in scorn the heathen scoffer
 Answered: "I disdain thine offer;
 Neither fear I God nor Devil;
 Thee and thy Gospel I defy!"

Then baptized they all that region,
 Swarthy Lap and fair Norwegian,
 Far as swims the salmon, leaping,
 Up the streams of Salten Fiord.

Then between his jaws distended,
 When his frantic struggles ended,
 Through King Olaf's horn an adder,
 Touched by fire, they forced to glide.

In their temples Thor and Odin
 Lay in dust and ashes trodden,
 As King Olaf, onward sweeping,
 Preached the Gospel with his sword.

Next he builds a ship:

She was the grandest of all vessels,
 Never ship was built in Norway

ILLINOIS TEACHER.

Half so fine as she !
The Long Serpent was she christened,
'Mid the roar of cheer on cheer !

Then he marries Thyri, and to avenge an insult to her,

Down the coast of Norway,
Like a flock of sea-gulls,
Sailed the fleet of Olaf
Through the Danish Sound.

Till in Vendland landing,
The domains of Thyri
He redeemed and rescued
From King Burislaaf.

With his own hand fearless,
Steered he the Long Serpent,
Strained the creaking cordage,
Bent each boom and gaff ;

Then said Olaf, laughing,
" Not ten yoke of oxen
Have the power to draw us
Like a woman's hair ! "

Here is a picture of Olaf's priest :

Short of stature, large of limb,
Burly face and russet beard,
All the women stared at him,
When in Iceland he appeared.
" Look ! " they said,
With nodding head,
" There goes Thangbrand, Olaf's priest. "

There in Iceland, o'er their books
Pored the people day and night,
But he did not like their looks,
Nor the songs they used to write.
" All ' this rhyme
Is waste of time ! "
Grumbled Thangbrand, Olaf's priest.

All the prayers he knew by rote,
He could preach like Chrysostome,
From the Fathers he could quote,
He had even been at Rome.
A learned clerk,
A man of mark,
Was this Thangbrand, Olaf's priest.

To the alehouse, where he sat,
Came the Scalds and Saga-men ;
Is it to be wondered at
That they quarreled now and then,
When o'er his beer
Began to leer
Drunken Thangbrand, Olaf's priest ?

He was quarrelsome and loud,
And impatient of control,
Boisterous in the market-crowd,
Boisterous at the wassail-bowl,
Every where
Would drink and swear,
Swaggering Thangbrand, Olaf's priest.

All the folk in Altafjord
Boasted of their island grand ;
Saying in a single word,
" Iceland is the finest land
That the sun
Doth shine upon ! "
Loud laughed Thangbrand, Olaf's priest.

In his house this malcontent
Could the king no longer bear,
So to Iceland he was sent
To convert the heathen there,
And away
One summer day
Sailed this Thangbrand, Olaf's priest.

And he answered : " What ' s the use
Of this bragging up and down,
When three women and one goose
Make a market in your town ! "
Every Scald
Satires scrawled
On poor Thangbrand, Olaf's priest.

Something worse they did than that ;	Hardly knowing what he did,
And what vexed him most of all	Then he smote them might and main,
Was a figure in shovel-hat,	Thorvald Veile and Veterlid
Drawn in charcoal on the wall ;	Lay there in the alehouse slain.
With words that go	"To-day we are gold,
Sprawling below,	To-morrow mould!"
"This is Thangbrand, Olaf's priest."	Muttered Thangbrand, Olaf's priest.

Much in fear of ax and rope,
 Back to Norway sailed he then,
 "O King Olaf! little hope
 Is there of these Iceland men!"
 Meekly said,
 With bending head,
 Pious Thangbrand, Olaf's priest.

Olaf at last is vanquished in a sea-fight, and leaps into the sea. And

There is told a wonderful tale,
 How the king stripped off his mail,
 Like leaves of the brown sea-kale
 As he swam beneath the main ;
 But the young grew old and gray,
 And never, by night or by day,
 In his kingdom of Norway
 Was King Olaf seen again!

Then the nun of Nidaros in her chamber hears the moral of the
 Saga from the lips of Saint John the beloved :

It is accepted
 The angry defiance,
 The challenge of battle !
 It is accepted,
 But not with the weapons
 Of war that thou wisdest !

Cross against corslet,
 Love against hatred,
 Peace-cry for war-cry !
 Patience is powerful ;
 He that o'ercometh
 Hath power o'er the nations !

As torrents in summer,
 Half dried in their channels,
 Suddenly rise, though the
 Sky is still cloudless,
 For rain has been falling
 Far off at their fountains ;

So hearts that are fainting
 Grow full to o'erflowing,
 And they that behold it
 Marvel, and know not
 That God at their fountains
 Far off has been raining !

Stronger than steel
 Is the sword of the Spirit ;
 Swifter than arrows
 The light of the truth is,
 Greater than anger
 Is love, and subdueth !

The dawn is not distant,
 Nor is the night starless ;
 Love is eternal !
 God is still God, and
 His faith shall not fail us ;
 Christ is eternal !

And in the interlude the theologian thanks God that the reign of violence is dead, and that

The war and waste of clashing creeds
Now end in words and not in deeds,
And no one suffers loss or bleeds,
For thoughts that men call heresies.

I stand without here in the porch,
I hear the bell's melodious din,
I hear the organ peal within,
I hear the prayer with words that scorch
Like sparks from an inverted torch,
I hear the sermon upon sin,

With threatenings of the last account,
And all, translated in the air,
Reach me but as our dear Lord's Prayer,
And as the Sermon on the Mount.

Not to one church alone, but seven,
The voice prophetic spake from heaven;
And unto each the promise came,
Diversified, but still the same:

For him that overcometh are
The new name written on the stone,
The raiment white, the crown, the throne,
And I will give him the Morning Star!

Ah! to how many Faith has been
No evidence of things unseen,
But a dim shadow, that recasts
The creed of the Phantasiasts,

For whom no Man of Sorrows died,
For whom the Tragedy Divine
Was but a symbol and a sign,
And Christ a phantom crucified!

For others a diviner creed
Is living in the life they lead.
The passing of their beautiful feet
Blesses the pavement of the street,
And all their looks and words repeat
Old Fuller's saying, wise and sweet,—
Not as a vulture, but a dove,
The Holy Ghost came from above.

The theologian's story, 'Torquemada', is a dark tale of Spain, in which a father whose daughters were to him of a dead mother

A memory in his heart as dim and sweet
As moonlight in a solitary street,

Where the same rays that lift the sea are thrown
 Lovely, but powerless, upon walls of stone,

delivers them over to the Inquisition, and lights himself the fagots that consume them.

Finally the poet tells his tale, 'The Birds of Killingworth', which appeared in the last number of the *Atlantic Monthly*. Notice the picture of the parson :

The instinct of whose nature was to kill;
 E'en now, while walking down the rural lane,
 He lopped the wayside lilies with his cane.

And the deacon :

There never was so wise a man before;
 He seemed the incarnate 'Well, I told you so!'

No wonder that the birds,

Whose habitations in the tree-tops even
 Are half-way houses on the road to heaven !

should lose their cause when they had such foes as these. Listen to a portion of the preceptor's plea :

Think every morning, when the sun peeps through
 The dim leaf-latticed windows of the grove,
 How jubilant the happy birds renew
 Their old, melodious madrigals of love !
 And when you think of this, remember too
 'T is always morning some where, and above
 The awakening continents, from shore to shore,
Some where the birds are singing evermore.

How can I teach your children gentleness,
 And mercy to the weak, and reverence
 For life, which, in its weakness or excess,
 Is still a gleam of God's omnipotence,
 Or death, which, seeming darkness, is no less
 The self-same light, although averted hence,
 When by your laws, your actions, and your speech,
 You contradict the very things I teach ?

The birds were doomed, and when they saw their great mistake, they repealed the law, although they knew it would not call the dead to life again,

As school-boys, finding their mistake too late,
 Draw a wet sponge across the accusing slate.

At the end of the tale the clock strikes one, and the guests separate. A statement has crept into the papers that there are several remarkable characters in the old Sudbury inn and in its vicinity which might have figured in the poem with picturesque effect. Let us hope, if this is so, Mr. Longfellow may pursue the subject further and some day give us the fancies of a second evening's sitting.

Had we room we should like to give two or three of the small poems with which the volume ends. As it is, we can not refrain from closing with 'Weariness', in which the poet alludes so touchingly to himself and his motherless children :

O little feet, that such long years
Must wander on through hopes and fears,
Must ache and bleed beneath your load !
I, nearer to the wayside inn,
Where toil shall cease and rest begin,
Am weary, thinking of your road.

O little hands, that, weak or strong,
Have still to serve or rule so long,
Have still so long to give or ask !
I, who so much with book and pen
Have toiled among my fellow men,
Am weary, thinking of your task.

O little hearts, that throb and beat
With such impatient, feverish heat,
Such limitless and strong desires !
Mine, that so long has glowed and burned,
With passions into ashes turned,
Now covers and conceals its fire.

O little souls, as pure and white
And crystalline as rays of light
Direct from Heaven, their source divine !
Refracted through the mist of years,
How red my setting sun appears,
How lurid looks this soul of mine !

ICELAND, which has a population of about seventy thousand, is under the government of Denmark. The language spoken in Iceland is the old Scandinavian, closely akin to the Saxon, with no admixture of Greek or Latin roots. It has, singularly enough, a literature 900 years old. There are four presses on the island, and four newspapers. About 60 volumes are issued in a year, but most of them are published in Copenhagen.

M E N T A L A R I T H M E T I C .

It is a trite remark that the true reformer is in advance of his age. His contemporaries are slow to recognize the marks of his great mission, and he must patiently look forward to that 'good time' sooner or later 'coming' for fame and followers. Nor even then is he sure of his full reward. As soon as the world has opened its eyes to the truths which he was the pioneer to announce, there will be scores of pretenders, to rob him of his honors, impudently appropriating whatever was peculiar in his teachings, and coolly thrusting him into the background as 'not up with the times'. He was very well in his day and generation, they say, but the progress of improvement has left him in the rear; and this, too, when they have shamelessly stolen from him every thing on which they can base their own pretensions to be leaders in the onward march. In the end, however, justice is pretty sure to be done; the crown gets upon the right head at last, and usurpers have to go to their own place of disgrace and ignominy.

But this is not what we took our pen to write. Whether it is rhetorically appropriate as an introduction to a few words on the subject of 'Mental Arithmetic' we leave the reader to decide.

We were pleasantly surprised, a few days ago, to see a new edition of 'Warren Colburn's First Lessons', restereotyped and reprinted at the 'Riverside Press'—the name of which has become the synonym for faultless completeness in all that pertains to the typographic art,—and with an illustrated cover, designed by Darley, and as good a thing in its way as he has ever done.

We were glad to see the friend of our childhood in this handsome dress, so different from the well-worn type, and dingy paper, and unattractive exterior, of the copy which we thumbed in our own urchin days. But our next feeling was one of dread lest we should find that the book was not our old friend after all, lest it should have been 'revised and improved' out of all semblance to the original; not 'Colburn' in a new suit of clothes made in the fashion of the day, in place of the worn-out linsey-woolsey of a generation ago, but a miserable impostor masquerading under the name of the instructor of our earlier years.

Right glad, therefore, were we to find, on examining the book, that the work of revision had, for once, the right direction (right, we mean, when the original was as nearly perfect as any thing human may claim to be; for we are not of that very conservative class that clings

to the old merely because it is old, no matter how bad it may be), and had been a restoration rather than a remodeling.

The original preface, which had been dropped for we do n't know how many years, has very properly been put into its place again. Even the story of 'The Boy without a Genius' is there; a story which we believe we must have perused at least a hundred times in the course of our juvenile study of the book. The lesson of it, we are very sure, became inwrought into our very inner life. Few things that we read or heard, in those days, made a deeper or more enduring impression upon us. A critic might object to its being appended in that way to the preface of a text-book on arithmetic, but we are heartily glad to see it restored to its place. Hundreds of young pupils, tired of study, or lazy, it may be, will turn back to it and read it as a relief or a recreation, and will resume their work, not only refreshed by the digression, but encouraged and stimulated by the teaching of the tale, that 'whatever man has done man may do'. More than one 'boy without a genius', doomed to be under masters who have none of Mr. Solon Wiseman's admirable tact in teaching, will get from the story, as Samuel Acres did from the conversation narrated in it, 'more confidence in his power than he had felt before'.

But Warren Colburn's original preface has in itself a peculiar interest for the teacher. It is a full and clear statement of the design and plan of the work; and for that reason, if for no other, it should always have kept its place, as hereafter we hope it will. It is the more important that it should be retained, because, to quote from the excellent 'Introduction' written for this new edition by Geo. B. Emerson, "the very simplicity of the book has prevented many persons from seeing how really profound and comprehensive it is, and that it actually develops every essential principle in elementary arithmetic." We shall recur to this introduction, by and by, in another connection.

Again, this 'original preface' is interesting because some of its leading ideas are an anticipation of the fundamental points of the 'object lesson' system, which is now attracting the attention of our best educators, and which is destined eventually to bring about a complete revolution in our methods of elementary teaching. Would you not suppose you were reading extracts from one of the recent treatises on object-teaching, when you peruse the following passages from this preface written, forty years ago, by Warren Colburn?

"As soon as a child begins to use his senses, nature continually presents to his eyes a variety of objects; and one of the first properties which he discovers is the relation of numbers. He intuitively fixes upon unity as a measure, and from this he forms the idea of more or less; which is the idea of quantity. . . .

"As soon as children have the idea of more or less and the names of a few of

the first numbers, they are able to make small calculations. And this we see them do every day about their play-things, and about their little affairs which they are called upon to attend to. . . . The fondness which children usually manifest for these exercises, and the facility with which they perform them, seem to indicate that the science of numbers, to a certain extent, should be among the first lessons taught to them.

"To succeed in this, however, it is necessary *rather to furnish occasions for them to exercise their own skill in performing examples, than to give them rules.*"

He goes on to speak of the *plan* of the work, as follows: [The italics in these extracts are our own.]

"Every combination commences with *practical examples*. Care has been taken to select such as will aptly illustrate the combinations and *assist the imagination* of the pupil in performing it. . . . The examples are to be performed in the mind or *by means of sensible objects*, such as beans, nuts, etc. The pupil should first perform the examples in his own way, and then be made to observe and tell how he did them, and why he did them so."

Again, in criticising the ordinary way of teaching arithmetic, he says:

"The pupil, when he commences arithmetic, is presented with a set of abstract numbers, written with *figures*, and so large that he has not the least conception of them even when expressed in *words*. From these he is expected to learn what the figures signify, and what is meant by addition, subtraction, multiplication, and division; and at the same time how to perform these operations with figures. The consequence is, that he learns only one of all these things, and that is how to perform these operations on figures. He can perhaps translate the figures into words; but this is useless, since he does not understand the words themselves. Of the effect produced by the four fundamental operations he has not the least conception.

"The common method, therefore, *entirely reverses the natural process*; for the pupil is expected to learn general principles before he has obtained the ideas of which they are composed."

We should be glad to see Warren Colburn's original preface published by itself, as an educational tract, and put into the hands of every teacher in the country. A friend of education, desirous of doing the greatest possible good with a small expenditure, could hardly do better than to spend the money in printing and circulating this admirable little treatise on elementary instruction in numbers.

The introduction, by Geo. B. Emerson, contains some very valuable suggestions in regard to the use of the book in our schools. We can not refrain from quoting a few sentences from it, in the hope that they may lead you to read the whole:

"It is strictly a *mental* arithmetic; and if faithfully used in the way intended by the author, it evolves from the mind of the learner himself, in a perfectly easy and natural manner, a knowledge of the principles of arithmetic, and the power of solving, mentally and almost instantly, every question likely to occur in the every-day business of common life.

"It can be well taught only by a teacher who perfectly understands it, and who

knows how to teach. Such a teacher will not allow the lesson to be previously studied by the pupil. Each section is intended to teach some one process up to a certain point. If, in the course of the section, questions occur which the class can not readily solve without previous study, the teacher has only to interpose, at the point where the class fails, or begins to fail, additional questions of the same kind, somewhat easier than those in the book. If, at the end of the section, the class be not perfectly ready in the solution of the questions, the teacher ought to go over the section again with the class, or to add, at the end of the section, a sufficient number of similar questions to render the solution easy and instantaneous.

"By allowing the class to study the lesson beforehand, not only is much time lost, but the exercise is turned into a poor sort of mechanical process not much better than the common ciphering. Its mental character ceases almost entirely."

We believe that Mr. Emerson is right in claiming that Colburn's 'First Lessons' is as nearly perfect as any human work well can be. And yet we have scores of 'Mental Arithmetics' intended to supersede it.

A few of these are the result of an honest endeavor to write a better book. Their authors could not see, as Mr. Emerson expresses it, 'how really profound and comprehensive' Colburn's is, and in substituting their own crude notions for the philosophic completeness of the original, they have only paraded their blindness and ignorance.

It would be worth the while, if we had the time, to illustrate this by comparing portions of one or two of these 'improved' mental arithmetics with Colburn's treatment of the same subjects. We should like to illustrate by comparison of the books, but we have already extended this article too far.

Massachusetts Teacher.

PRIMARY AND GRAMMAR TEACHERS.

IN the history of our public schools no subject has received from the friends of education more attention than Primary Instruction is receiving at the present day. In the majority of the reports of Superintendents of schools which have been published during the last two years this subject has received special notice. The principal topics which have been considered in these articles are—the importance of primary instruction; the necessity of the *best* teachers for primary schools; teachers of primary schools should be the best paid. That primary instruction is not important I have no intention of asserting; but that it is not of so much greater importance than grammar instruction I do believe, and shall attempt to demonstrate.

In the primary school children learn their letters; in the grammar school they learn the first principles in grammar and arithmetic. Upon which foundation is there to be the most building? Will the manner in which those children learn the alphabet exert a greater influence upon their future course of study than that in which they learn to study the sciences? Why are so many people unable to explain the inverting of the divisor in division of fractions? Is it because they are not taught the *alphabet* in the right way? or is it because the foundation in *arithmetic* was not well laid?

It is said that the *best* teacher, should be in the primary department, and if mediocrity must preside at the teacher's desk, let it be in the grammar department. By best teachers I understand teachers who possess the faculty of teaching in a pleasing way, of making crooked things in learning straight, and of imparting life and vivacity to scholars. Does it need any more tact to teach a child his letters than to teach him to write numbers? Does it require any more tact to teach a child to draw than to write? Vivacity is needed in a primary school. Does it require any more energy to interest children in their tasks when they have scarcely thought of the work than it does to interest children who have worked upon some principle during the previous evening, failed to comprehend it, and finally enter the class with the idea that it is dull and hard, and they can not understand it? If there is any thing within the province of the primary school which requires more tact than it does to make children believe that Case is a subject which they can master, and make lessons in disposing of substantives interesting, I would like to learn what it is.

From the facts that primary instruction is the most important part of instruction, and that the best teachers should be in the primary department, it is deduced that primary teachers should be the best paid. With so much favor has this been received, that in Chicago the teachers in the lowest two grades receive ten dollars more a year than the same teachers would receive if in a higher grade. *Is this just?* Does the primary teacher exhaust her bodily strength more than the grammar teacher? Is it any easier to make children from nine to twelve years of age understand arithmetic, grammar, and mathematical geography, than to draw out the ideas of little children in an object lesson? When a primary teacher has dismissed the last child she can leave the room, lock school-duties in, and take the recreation of mind and body which is essential for all. Let me ask, How can the grammar teacher leave school behind when she has a package of examination papers in her hand? You say "omit the examinations." No, that can not be done, for experience has taught us that constant written exercises aid

the child more in the formation of the habit of speaking clearly and concisely than any other plan which has been adopted. Written spelling-lessons must be corrected, 'Monthly Reports to Parents' must be prepared at the first of every month. While the grammar teacher, possessed of education and talent equal to that of her friend in the primary department, must spend her evenings in working upon school-papers, her friend has that time to devote to reading and other studies for improvement. Yet the one who has the leisure time receives the most salary, although she works no harder in school and works less out of school.

In writing this article I have attempted to be unprejudiced, and have merely stated what I think to be true. Viewing in the light in which I have attempted to present it the relative importance of the two classes of teachers and the amount of work performed by them, I think I speak the minds of many grammar teachers in saying that manifest injustice is being done them. They are being placed among the second-class teachers, and not permitted to take the rank which they, by the aid of experience and talent, will be fitted to take. Superintendents of Schools who advise, and Boards of Education who decree, that primary teachers shall receive the greater compensation would do well to think more carefully before so doing, lest they check the less ambitious grammar teachers, and cause the truly faithful ones to feel that they are unappreciated.

N. E. F.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO.

A WORD TO OUR PATRONS.—In taking charge of the Mathematical Department of the *Teacher*, it shall be our aim so to conduct it that it may afford the greatest assistance to those in the profession. This is the teachers' journal, devoted exclusively to their work; and the more materially it aids them, the more completely it answers its mission. The effort will be made to make it subserve the greatest good to the greatest number, not confining our attention to the higher departments of mathematics alone,—a course which would make it more attractive to a few, but which would deprive it of interest to the many.

With this view, suggestions will from time to time be made concerning methods of instruction in numbers, which, it is hoped, may aid younger teachers and, perhaps, furnish food for thought to others. Many of the examples will be within the ability of pupils in the highest classes in many of our schools, so that teachers may use them in testing the real strength of their pupils, while it will be an encouragement to the latter to present systematic and neatly-arranged solutions for publication. Any such solutions by their pupils which teachers may send in (they being satisfied that the work is the pupil's own) will be published or credit given therefor.

Former correspondents with this Department of the *Teacher* are requested to continue their contributions; and teachers and our friends generally are invited to make this their own paper by sending questions for solution, mathematical queries, or other matter belonging to this Department.

S. H. WHITE.

PROBLEMS.—68. A cellar is 26 feet long, 18 feet wide, and 7 feet deep. How much earth must be removed to make it 28 feet long, 21 feet wide, and 8 feet deep?

69. Divide \$435 between three men, A, B, and C, so that one-half of A's shall be equal to two-thirds of B's, or three-fourths of C's.

70. A boy bought a slate, a book, and a pen, for 80 cents. The pen cost 10 cents, and the book cost $1\frac{1}{2}$ times as much as the slate and pen. How much did each cost?

71. A tree 150 feet high, standing on a hill-side, was so broken by a wind that the broken piece rested on the stump and reached down the hill 35 feet from the base of the tree, and the distance in a horizontal line from the base to the part broken off was 20 feet. Where did the tree break?

M. J. V.

72. Given $(x+y)^2 + (x+y) = 30$, $x-y=1$, to find the values of x and y .

M. J. V.

THE ARABIC NUMERALS, 1, 2, 3, 4, 5, 6, 7, 8, 9, 0, are in their nature hieroglyphics; that is, marks for ideas, and not for words. With a single exception, these figures were, without doubt, in their origin, forms composed of straight lines of equal lengths, the number of straight lines contained in each figure corresponding to the number represented by that figure. Those original forms were gradually modified by usage into the forms now used.

What was the original form of each of the Arabic figures?

The above question was originally dropped into the query-box at one of the county institutes of the state.

The Arabs derived the denary system of numbers from the Hindoos, and it dates as far back as the Sanscrit. The original characters

bear no resemblance to those we use, and it is not till they have passed through various modifications, to the time of the 'Old English' (about the middle of the 14th century), that we recognise in them any similarity to our nine digits.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., December 12, 1863. }

THIRD-GRADE CERTIFICATE.

Since my election to the office of Commissioner, I have been endeavoring to the best of my ability to raise the condition of our schools, and accordingly, in stead of examining superficially, and making an examination a mere farce, I have examined thoroughly and closely. The result has been that the prospect of many a youthful but really unqualified aspirant has been dampened by finding the examinations too difficult. There is some difference of opinion or complaint among my good friends and advisers,—they claiming that I have, under the law, no discretion, only to pass on the sufficiency or insufficiency of the *book knowledge*. If I understand the design of the law, its wise object is to have just as few Third-Grade Certificates and Third-Grade Teachers as possible. I would not give a Third-Grade Certificate to a teacher to go into a school in which, from my knowledge and judgment, he or she must necessarily fail.

The above is an extract from a letter addressed to this Department by a very earnest and efficient school commissioner, who has labored in one of the northern counties of the state with encouraging and well-deserved success. The officer mentioned has received private assurances of my official approval, so far as his opinions and practices with reference to the Third-Grade Certificate are concerned; and the object of this article is to present, more publicly, a few general thoughts arising out of the subject to which the extract refers.

The higher qualification of teachers is a subject toward which the interest of our county officers seems to be concentrating; and in the course of recent discussion which has sprung up concerning the various suggested policies of improvement, attention has been fastened upon the Third-Grade feature of our state teachership, and opinions have been freely expressed as to the propriety of continuing or discontinuing the use of Third-Grade Certificates in licensing teachers of our common schools. Whatever may be the issue of this discussion so far as its influence upon this peculiar feature of our policy is

concerned, it is earnestly hoped that the general object proposed may be attained, and that a thorough reform on the part of our county officers in *their methods of examining applicants to teach* may be induced, which will be *practically* equivalent to the suspension of the Third Gradeship.

Whatever be the design of the law, every consideration of public interest and policy requires that the issues of Third-Grade Certificates be strictly limited to the smallest number, and that they only be granted by our examining officers when some obvious and urgent necessity exists. The occasions are rare, I imagine, which require the licensing of persons to teach who can not, at least, measure up to the second-grade standard of qualification; and we can not hope for any material improvement in the condition of those schools which are for ever and only under the tutorage and government of Third-Grade teachers.

It is insisted by those who are partial to the Third-Grade policy that it is a necessity of our system, as affording young and inexperienced teachers opportunity *to learn to teach*. This is, in my view, a most serious objection to it, for it assumes as necessary and politic what all reason and experience have shown to be precisely the reverse. "Can an individual build up a material temple, and give it strength, and convenience, and fair proportions, without first mastering the architectural art? But we have employed thousands of teachers for our children, to build up the temple of the spirit, who have never given to this divine educational art a day or an hour of preliminary study or attention." Dogberrys figure to a better advantage on the stage than in the school-room; and yet, under shelter of the Third-Grade license, not a few of them find their way into the school whose qualifications, if they have any, have *come by nature*. It is related of a celebrated English oculist that, when interrogated as to the means by which he had become so thoroughly accomplished in his art, he replied, "I spoiled a whole hat-full of eyes to learn it." Valuable as were his scientific acquisitions, they were purchased at too dear a cost. And when teachers must gain knowledge and skill in their profession at the hazard of *spoiling whole school-rooms-full of children*, the acquisition costs too dearly.

But must not young teachers, who are just essaying to teach, have opportunities to gain the necessary knowledge and experience for their work? and how can they do so but in the school-room? I grant that teachers who are only beginning to teach are necessarily without experience, and allow at the same time that experience is essential to success. I suggest, however, than an experience of twelve months is two-fold as valuable as the experience of a half-year, while, as a term

of probation, one year's service will afford a fairer test of the teacher's aptitude for his work than the shorter term of six months.

While the law remains as it is, I would recommend to school commissioners the exercise of a sound discretion with reference to the issuing of certificates of the Third Grade. The examination of teachers is the *door of entrance* into the profession; and as it is far easier to deny one admission into your house than to expel him after he has entered, I would insist upon a most careful and rigid scrutiny of the claims of all applicants to the teachership. The law has stationed the examining officer of the county as a sentinel to guard the entrance to the profession; and he should most faithfully discharge his trust, excluding from the school-room every one whom he has cause to suspect of disqualification, whether such disqualification pertain to character or scholarship.

I will only add that a proposition to amend the 50th section of the School Law, by abolishing the Third-Grade Certificate, was introduced and discussed at the State Convention of School Commissioners held in the city of Bloomington in October last, but no decisive action transpired. The resolution relating to the subject was referred to the Committee on School Law, and will doubtless be reported back to the Convention for action at the approaching session of that body, to be held in this city, commencing on Tuesday, December 29th.

HOLIDAYS.

Will you please answer the following queries :

1. Have school-directors the right or power to allow teachers to close schools during the holidays, and count the time as being taught; or, in other words, *give* teachers said time?
2. Is it customary generally, or among our best schools, for directors to give teachers the holidays? and do you think it proper and right that they should do so?
3. What number of days is regarded as the holidays, or is generally given as above,—the *two days* simply, Christmas and New-Year, or the whole week inclusive?

1. In the absence of statute law upon the subject of holidays, we are governed by the law of custom. It is usual, I think, to dismiss school during the holidays. Public opinion sanctions the custom, and its observance is becoming more general every year. In so far as directors conform to the custom, and agree that the school shall be closed, they should 'count the time as being taught'; or, in other words, they should reckon the teacher's time precisely as if the school had not been dismissed.

2. The custom prevails doubtless 'among our best schools'; and as its observance affords opportunity for mental relaxation to teachers and pupils, and at a time, too, when the mind is so far diverted by the festivities incident to the season as to be disinclined to study and application, I do not hesitate to approve it.

3. The holiday season referred to embraces the entire week, including Christmas and New-Year's days.

JOHN P. BROOKS, Sup't Public Instruction.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE SEASON'S GREETINGS.—To all the educators of this great state, the *Teacher* wishes kindly and sincerely a **HAPPY NEW YEAR**. A year of service has closed. One of hard, earnest, self-denying labor it has been, let us hope, to most of us; one of inglorious, time-serving ease, let us trust, to few. But, good or bad, our record is complete, and the book is closed for ever.

The past has been to all of us an eventful year. Willing or unwilling, we have made history at a fearful rate, these past twelve months. The Nation's wheels have been turning steadily forward, and as we look on toward another New Year we can almost fancy that we see the end of this great struggle. Thus did we hope when last a New Year dawned upon us,

—“but what are we?
Above our broken dreams and plans
God lays, with wiser hand than man's,
The corner-stones of Liberty.”

The year has gone. Let us pray that when in coming time our children shall look back to these eventful years when our country was in her sorest trial, and ask us what we did to help her, we may not be ashamed to speak the truth.

The New Year is full of promise. Let us take courage from our past successes, draw wisdom from our failures and warnings from our faults; and, 'wisely improving the present', though

“The years have never dropped their sand
On martial issue vast and grand
As ours to-day,”

“go forth to meet the shadowy future without fear, and with a manly heart.”

The *Teacher* feels, as he sits to-night at the sanctum-table, that he may be expected to say something of what he intends to do this coming year. But he looks back over the past, and, remembering how many fine promises have been made, and how many good resolutions formed which have never been realized, hesitates to add another stone to that locality which must be by this time nearly covered

o'er with pavement. He simply says, then, that the journal shall be as good as he, with your help, can make it, well knowing that if you do your duty it will be good enough.

Just now the sanctum-table creaked,—no, groaned,—and whispered in the *Teacher's* ear that he was wasting breath, and pen and ink, and divers other things, in wishing Happy New-Year's to all the teachers in the state, when the greater part of them will never know it. It may be. But it is not his fault. For more than a score of months he has written, and cut and pasted, all for those teachers; but they would not. The journal has been regularly published, and could have been had almost for the asking. The *Teacher* trusts that when another year comes round, and he, or some better, wiser one sits in this chair to write the season's compliments, he shall not be mortified by such remarks. Still, the *Teacher* kindly and heartily wishes for all the enjoyment of a useful and HAPPY NEW YEAR.

PERSONAL.—With deep regret the Department is this month compelled to announce the withdrawal of the Nestor of its trio from his position as Senior Resident Editor of the *Teacher*. While we congratulate him upon the bright prospects which lure him from the home of his adoption, we feel that his departure will be a severe loss to the cause of Education in Massachusetts. Charles Anson, Esq., whose name has so long been upon the cover of the *Teacher*, and is so familiar to the friends of education, not only in this state but in all the states where the interests of the Common Schools are cherished, stepping aside from his immediate occupation as a Professor of Music, has identified himself with the cause of popular instruction to an extent which entitles him to the respect and gratitude of the whole community.

A political exile from his native land, he located himself in the vicinity of Boston, and by his high principle and generous enthusiasm in every good cause, he won the respect and esteem of his co-laborers. He devoted himself with industry and zeal to his profession; and while a well-merited prosperity crowned his labors, he rendered important service to the community in the department of musical science.

But our retiring brother was better known to the community at large as a devoted friend of Education. There are few, if any, who have devoted themselves more constantly and faithfully to the promotion of its highest interests. With less of the honors and rewards than have been bestowed upon our eminent educators, he has held a laboring oar, in season and out of season, and when others were discouraged and indifferent. For many years he has performed the drudgery of a Resident Editor of the *Teacher* with little fee or reward, and while he occupied no salaried position as an instructor. This statement is due to Mr. Anson that the teachers of Massachusetts may understand and appreciate the debt of gratitude they owe to him.

Those who have so often seen his pleasant face in the Educational Rooms will need no prompting to remind them of his labors; especially those with whom he has been more immediately connected in the American Institute of Instruction, and in the Massachusetts State Teachers' Association.

We sincerely regret the departure from our midst of Mr. Anson, but we congratulate the city of Chicago and the State of Illinois upon the accession of so valuable a working man to the ranks of its educators. Our best wishes for his future prosperity and happiness will go with him, and we feel that we may speak for the teachers of the State when, for them, we give him a hearty God-speed in the new field of labor he has chosen.

So said the *Massachusetts Teacher* for October. Illinois has extended to Mr. Anson a cordial greeting, set him at work in her State Association and in the Chicago schools, and now counts him one of her own sons.

CHRISTMAS.—The following is the close of a capital article by B. F. Taylor, which is going the rounds:

Have you quite forgotten the footprints we used to find in the damp snow, as delicate, some of them, as a love-letter; the mysterious paths down to the brook or the old hollow tree, that we used to wonder over and set 'figure fours' by, if, perchance, we might catch the makers thereof? Have you quite forgotten how sorry you were for the snow-birds that fluttered among the flakes, and seemed tossing and lost in the storm? And there, in the midst of that water, Christmas was set, that made the Thanksgiving last all through the night of the year; and what wonder the stars and the fires burned more brightly therefor! Christmas, with its gifts and cheer, its carol and charm, its evergreen branch and its bright morning dreams. Christmas, when there were prints upon the chimney-tops if we were only there to see them, where Santa Claus set his foot as the clock struck twelve. Christmas, when stockings were suspended by hearth and by pillow all over the land; stockings silken and white, stockings homely and blue, and even the little red sock, with a hole in the toe. Blessed for ever be Bethlehem's star.

MAINE.—The State Superintendent, Hon. Edward P. Weston, has devised a plan for securing the united action of the teachers and pupils of the schools of the state in behalf of the Sanitary and Christian Commissions. He proposes the **SCHOLARS' PATRIOTIC LEAGUE**, having a military form of organization, with dues amounting to five cents quarterly for each member. Regular meetings of regiments are provided for once a quarter,—on Washington's birth-day, the day of the Annual Fast, Fourth of July, and Thanksgiving-day,—to listen to addresses appropriate to the occasion, such as patriotism, temperance, and the duties of the young as citizens of the Republic.

VERMONT.—The *School Journal* congratulates its readers on the adjournment of the Legislature not only without doing the school-system any harm, but in its even restoring the state grant of thirty dollars to each of the institutes held in the fourteen different counties.

MASSACHUSETTS.—The Nineteenth Annual Meeting of the State Association was held at Boston, Nov. 23 and 24. We have not yet seen a report. Lectures were to have been delivered by President Hill and Supt. Philbrick, and discussions were announced on 'The Expediency of making Personal Criticism upon Teachers in the School Reports of Massachusetts', 'Methods of Teaching Geography and History', 'What kind of Instruction in our Schools will serve to increase the Loyalty and Patriotism of the American People?' and 'The next step to be taken by Educators to secure the highest interests of Education in the Commonwealth'.

RHODE ISLAND.—The Institute held its first meeting this year at Westerly, Nov. 24 and 25. Lectures were delivered by the President, J. J. Ladd, and by W. A. Mowry, State Commissioner J. B. Chapin, and Hon. Henry Barnard. The following questions were discussed: 'How far should Teachers assist their pupils?' participated in by the President, Messrs. Foster, Mowry, and Commissioner Chapin; all agreeing that he should be assisted just as far as he can not assist himself, the teacher's judgment being the great regulator, finding out the particular assistance required, and rendering assistance only at that point; and 'The Greatest Evil in our Schools and its Remedy', the Institute being divided as to what the evil is, some thinking it the lack of hearty coöperation and interest of pa-

rents, and some thinking it the low standard of teachers in general. To remedy the last, attendance upon Teachers' Institutes, the frequent visits of the teachers to parents, and the reading of educational journals and books, were urged. Most of the teachers complained of the want of interest of parents in not making more frequent visits to the schools, and their general lack of interest. The majority of the teachers stated that their schools were not visited by a single parent during the term, and frequently not for terms. One teacher remarked that one term he had received seven visits, but *five of them were from book-agents!*

Rev. Dr. Alexis Caswell has resigned his Professorship of Natural Philosophy and Astronomy in Brown University. He has held this professorship for thirty-five years. For many years he has discharged the duties of President whenever that officer was absent.

CONNECTICUT.—The Seventeenth Annual Meeting of the State Association was held at Rockville, Oct. 29 and 30. Lectures were delivered by J. N. Bartlett, on the 'Influence of School Life upon the Character of the Scholar', and by B. B. Whittemore, on Elocution and Reading. The questions discussed were: 'The Bible and Religious Education', the general feeling that our schools should be Christian but not sectarian, and that if a parent object from religious scruples to have his child read from the Bible no compulsion should be used; and the old question of aid to pupils, on which the prevailing sentiment was that more harm is done by excess of aid than from deficiency. The new President is A. Morse, of Hartford.

INDIANA.—The Tenth Annual Meeting of the State Association met at Indianapolis, December 28, continuing in session four days.

The pupils of the primary departments of the Indianapolis schools have been divided into two sections, on account of insufficiency of room, one attending in the forenoon, one in the afternoon.

WISCONSIN.—We are glad to announce that Hon. J. L. Pickard has been re-elected State Superintendent.

FIRE REGULATIONS IN THE OLDEN TIME.—The *Providence Journal* takes occasion to contrast the present proficiency of the Fire Departments in most of our cities with that of half a century ago, by giving a summary of the 'Rules and Regulations for the government of the inhabitants of the town of Providence in cases of fire', as adopted by a town meeting on the 14th of February, 1801, from a well-preserved copy of the proceedings. The first of these venerable rules provides that upon the cry of *fire* every person shall give information where the fire is, if he knows, and the sextons shall ring the bells until the fire is extinguished. The second rule directs that the engine-men, the two attending fire-wards, and the watermen, should repair to their respective engines and conduct them to the fire, the wardens being particular to see that 'the pipe, suction, hose, buckets, copper pump', etc., be forwarded with the engine. The third rule deserves printing entire, particularly as there is in it a squinting at a dereliction in the matter of trowsers on the part of our ancestors that happily has gone out with the buckets and the antique apparatus.

"Third. That all other able-bodied male inhabitants repair immediately, with the buckets belonging to their respective families, to the fire; taking care, if in the night, to put on their clothes before they go out; and every house should have lights put in the windows, and carefully attended until the fire is extinguished and the people returning."

From other rules it appears that thirty house- and ship-carpenters were annually appointed to take down buildings, and were to carry to the scene of conflagration fire-hooks, ropes, ladders, axes, saws, crow-bars, and shovels; people assembled at fires were cautioned to be silent, that the orders might be heard; twelve persons were appointed to superintend the removal of goods, which were to be taken to the windward — the badge of these officers being a white wand or staff six feet long; the Presidents of Firewards were the supreme executive in times of fires; it was the duty of the Town Sergeant to return to the market-house, at the town's expense, all the buckets left lying around loose after each fire; and once a year the Presidents of Firewards were to have a drill with the engines and buckets, for the improvement of the inhabitants in fire-duty by experience, 'and for the instruction of the rising generation'. The manner in which our fathers fought the 'remorseless element' is pretty well described in Rule

"Thirteenth. When people begin to assemble at a fire, before the engines or any appointed authority arrive, they should not wait for orders, but immediately proceed to carry water from the nearest and most convenient place they know of to the fire; and as soon as more are assembled than can get convenient access to the fire, they should begin to form a lane from the fire toward the most convenient place for water, and from thence toward the fire. The youth who are not able to endure the fatigue of handing full buckets should all form on the side of the lane that brings their right hand toward the water and their left toward the fire, this being the side for returning the empty buckets, and where they may perform the service of men. When more water can be procured from the place where the first lane is formed than one row of buckets will convey, let a double lane be formed, by adding a third row of men on the outside of the youth's row, or that which returns the empty buckets, and let every other person in the youth's row face about toward the new-formed row, that they may with more convenience pass the empty buckets to the water as fast as the two rows of full buckets require, until more people arrive to form another row. And as water is passed much easier, in buckets as well as hose, down hill than up, care should be taken to bring it from the higher ground, when it can be got at nearly equal distances."

Notwithstanding all our marvelous progress, it is not impossible that some good citizen may yet sigh for the old force-pump and the lane of buckets. Certain it is that we have those yet who look upon the steamers as a dangerous innovation, and cling to the bars with an unconvinced tenacity.

OLD-TIME SCHOOL-BOYS.—Excavations under Mount Palatine have disclosed a Roman school-room, with inscriptions left by young Rome upon its classic walls. Among the scrawls (graffiti) made there by boys two thousand years ago, the following is quite legible:

"Korintus exit hodie de pædagogio. Evoe!"

which, done into English, means "Corinthus gets rid of his master to-day, Hurrah!"

'JOLLY GOOD TIMES' AT TEACHERS' INSTITUTES.—At a teachers' institute held at Oswego, N. Y., commencing October 5th, Commissioner Smyth awarded a prize of Webster's Dictionary to Miss Licetta F. Smith, the successful competitor in a 'spelling-match', she having spelled correctly 47 out of 50 words selected by Prof. Sanders. A silver ice-pitcher and sundry other 'fixins' were presented to Commissioner Smyth by the teachers. Speeches were made, and, after a jolly good time the last evening, the institute adjourned.

New-York Teacher, December, 1863.

LOCAL INTELLIGENCE.

KANKAKEE COUNTY.—Six or seven years since, J. F. Eberhart conducted an Institute in this county. Since then none has been held till this fall. A very successful four-days session closed November 20th. There were fifteen male and forty female teachers who became members of the institute. The roll when fully made out contained in all sixty-seven names. The institute was organized by the choice of the following officers:

Rev. J. Higby, President; Jas. McGrew, Esq., and H. J. Ballard, Vice-Presidents; Rev. F. W. Beecher, Secretary; Thos. P. Bonfield, Treasurer.

With the home talent we had, and with the assistance of Messrs. Woodard, Eberhart, and Briggs, of Chicago, while they were present, the day sessions were spent in drill exercises on the best methods of teaching successfully the various branches taught in our common schools, and in discussion of various topics of interest to teachers.

There was a programme for each day's sessions, made out by a committee appointed for that purpose. Each session opened with an exercise in music under the care of Rev. F. W. Beecher. The later ones were opened with roll-call, the members responding with sentiments as their names were called. In the morning the responses were verses of Scripture, as part of the devotional exercises, followed by prayer. In the afternoon they were educational, and in the evening they were miscellaneous, wise or otherwise.

The drill exercises during the day sessions took up more or less thoroughly the following branches of instruction: Mental and Written Arithmetic, Geography, Map-Drawing, Writing, Reading, Spelling, School Gymnastics, Grammar, Vocal Culture, Object Lessons, and History. Some of these subjects came up for consideration and drill several times, and others not so often. Discussions on School Government were had, and ideas were thickly flying on winged words during all these busy four days. The fair critics were keen, and their critiques at the close of each session spicy and pungent.

The evenings were filled with lectures. Willard Woodard, of Chicago, Tuesday evening. Subject: 'Elements of Power'. Rev. F. W. Beecher, Wednesday evening. Subject: 'Yes and No'. J. F. Eberhart, of Chicago, Thursday evening. Subject: 'Adaptation'. S. A. Briggs, of Chicago, Friday evening. Subject: 'Mind and Body'. Large, intelligent, appreciating, and pleased audiences were present at these lectures.

Resolutions of thanks to the people of Kankakee City for their hospitality (or as the mover had it, 'for giving us such pleasant homes and feeding us on turkeys, chickens, and good things'), to the various speakers for their lectures and services, to the President and Secretary, to James McGrew—the one School Director interested enough to attend the institute,—to the Trustees of the M. E. Church for the use of the building, to the Board of Supervisors for the appropriation of the necessary means for defraying the expenses of the institute, were unanimously passed.

The time and place of the next meeting of the Institute were appointed as follows: Tuesday, the 11th of October, 1864, at Kankakee City.

FRED. W. BEECHER, Secretary.

DIXON TEACHERS' ASSOCIATION.—We met in High School, as usual, on Monday night, Nov. 30. W. W. Davis exercised a class in Grammar; J. V. Thomas read an essay on Teaching the Alphabet; and E. C. Smith performed some striking experiments in Chemistry. The exercises gave much satisfaction to a room-full of patrons and pupils.

W. W. DAVIS, Sec.

NOTICES OF BOOKS, ETC.

A PICTORIAL HISTORY OF THE UNITED STATES, with notices of other portions of America North and South. By S. G. Goodrich (Peter Parley). For the use of Schools and Families. A new edition, with numerous improvements. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co. 1863. 486 pp.

THE AMERICAN CHILD'S PICTORIAL HISTORY OF THE UNITED STATES. By Samuel G. Goodrich. Illustrated by sixty engravings. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co. 224 pp.

Who has not heard of Peter Parley? He was one of our earliest and most entertaining friends, and we owe his memory a debt of deepest gratitude for the amusement and instruction afforded us in our boyhood's days. We can only hope to repay it by using our efforts to extend to others the same advantage and pleasure we derived from the use of his books for children. The style of these books is as fascinating now as it was when we pored for the first time over his Child's History many years ago. The illustrations are better now than they were then, and the appearance of the books generally is such as would delight children. A friend in whose judgment we have much confidence informs us that he has used these histories, and that they bear the test of the school-room. They are worth trying. See advertisement. G.

FIRST LESSONS IN GEOGRAPHY, for young children: designed as an introduction to the author's Primary Geography. Illustrated with maps and numerous engravings. 65 pp.

MITCHELL'S NEW PRIMARY GEOGRAPHY. Second Book of the Series. The New Primary Geography, illustrated by twenty colored maps, and embellished with 100 engravings: designed as an introduction to the author's New Intermediate Geography. 95 pp.

MITCHELL'S NEW INTERMEDIATE GEOGRAPHY. The Third Book of the Series. A system of Modern Geography, designed for the use of schools and academies: illustrated by 28 copperplate maps, drawn and engraved expressly for this work from the latest authorities, and embellished with numerous engravings. By Augustus Mitchell. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

We have examined this series of Geographies with much pleasure. They are progressive in arrangement, elegantly illustrated by maps and engravings, finely printed, and well worthy the attention of those who desire a valuable series of geographical school-books. G.

A CATECHISM OF THE STEAM-ENGINE in its various applications to mines, mills, steam-navigation, railways, and agriculture. By John Borne. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. \$1.50.

This is a most complete manual of the subject of which it treats, giving minute descriptions of the various parts of the machinery, together with practical illustrations for the manufacture and management of engines of every class. We can hardly give a better idea of the subject-matter than by naming its leading divisions: 1. General description of the steam-engine. 2. Heat, combustion, and steam. 3. Expansion and action on the valves. 4. Modes of estimating power of engines and boilers. 5 and 6. Proportions of boilers and engines. 7 and 8. Constructive details of boilers and engines. 9. Steam navigation. 10. Examples

of recent engines. 11. Various forms of engines. 12. Manufacture and management of steam-engines.

ELEMENTS OF ALGEBRA. By Joseph H. Palmer, A.M., Teacher of Mathematics in the New-York Free Academy. New York: Charles Scribner. Monroe, Michigan: M. Judson Vincent. 270pp. \$1.00.

This book has been prepared upon the plan of combining Algebra with higher Arithmetic. It commends itself to our approbation by the multiplicity of equations, problems, and review exercises, and the great variety of concise and suggestive illustrations. There is nothing in it for the pupil to omit, and the whole is admirably arranged to facilitate self-reliance. We like the book much.

MY DAYS AND NIGHTS ON THE BATTLE-FIELD. A book for boys. By C. C. Coffin. Boston: Ticknor & Field. Chicago: S. C. Griggs & Co. 16mo. 312pp. \$1.00.

The letters of Mr. Coffin, better known as 'Carleton', have become widely celebrated as being the clearest of any called forth by the war.

The present volume is the best yet published to give to the youth of America a vivid and truthful representation of battle-scenes. It contains eight finely-engraved illustrations, together with maps and diagrams showing the position of the contending forces. The volume will be read with pleasure and profit by many a gray-haired boy.

KEEP A GOOD HEART. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 16mo. 199pp. 75 cts.

Another good story for the merry Christmas-time, neatly bound and prettily illustrated.

THE ATLANTIC MONTHLY

Is universally recognized as the best American Magazine. The thirteenth volume commences with the number for January, 1864. It has attained a circulation and prosperity never equaled by any American magazine of its class. Its prosperity enables its conductors to employ the most eminent talent of the country in its columns. All the best known writers in American literature, contributing constantly to its pages, give it the sole right to be known as our *national* magazine. The *Atlantic* for 1864 will be in no wise inferior to the previous volumes. In furtherance of this aim the publishers announce several new poems by Robert Browning; a new romance by Nathaniel Hawthorne, commencing, probably, with the February number; some cantos of Longfellow's translation of Dante's 'Divina Commedia'; a series of capital sketches, to be continued through several months, with the title of 'House and Home Papers, by Christopher Crowfield', written by Harriet Beecher Stowe; a new novel by J. T. Trowbridge; and a continuation of those admirable articles upon different branches of natural science by Prof. Louis Agassiz, which have constituted so interesting and important a feature in the late volumes. Subscription for the year, \$3.00, postage paid. The publisher of the *Illinois Teacher* will receive subscriptions from subscribers to the *Teacher* at \$2.50.

REV. DR. PEABODY retires from a ten-years' editorship of the *North-American Review*. Prof. James Russell Lowell and Charles Eliot Norton are to be his successors. Crosby & Nichols, Boston, are the publishers.

Carleton announces:

RENAN'S LIFE OF JESUS. A translation of that remarkable work, by M. Ernest Renan, just issued in Paris, where the excitement and sensation is so great concerning its subject and author that already more than 100,000 copies of the costly French edition have been sold. It is characterized by the *Christian Times* as 'man's ablest effort'. One handsome 12mo., tinted paper, cloth bound, price \$1.50.

THE CENTRAL PARK. A magnificent gift-book for the approaching holidays. Being a history and description of the Central Park at New York—the pride of America,—elegantly embellished with more than fifty superb photographs of the chief objects of interest and beauty. One large quarto, sumptuously bound in turkey morocco, antique. A work of exquisite taste and rare attraction. Price \$20.00.

Mr. Kinglake's 'History of the Crimea' has been reprinted in a cheap form by Baron Tauchnitz, at Leipzig, and he has also published a German translation of it. A Modern-Greek translation has also appeared, and a French version is in press at Brussels.

In Dianitzka's new German novel 'Rahel; or Thirty Years of a Woman's Noble Life', Rahel Levin, the wife of Varnhagen von Ense, is the heroine, and the principal characters are the Schlegels, Goethe, Richter, Bettino, Madame de Stael, etc.

Ben Jonson's works are being translated into French by E. Lafond.

The French Publishers' Annual Catalogue of School-Books has just appeared. It is a large octavo of one hundred and seven pages, double columna. It contains the catalogue of school-books issued by forty-eight publishers, and no less than 1,871 titles of books are given. It is distributed throughout France to every person connected with education.

THE ROUND TABLE.

A new weekly paper, on the plan of the *Saturday Review*, to be devoted to the real interests of American letters, to be styled *The Round Table*, is announced.

Each issue of the paper will contain articles on current topics, domestic and foreign; popular essays; impartial reviews of recent publications; historical and biographical sketches; criticisms of works of art, and of worthy musical and dramatic entertainments; and the news of the week in the various departments of art, literature, and science.

It is to be published by H. E. & C. H. Sweetzer, New York.

AUSTRIAN SCHOOL-BOOKS.—The Austrian Government has published an official catalogue of its school-books, which are all printed at the Imperial Printing Office in Vienna. It contains the titles of books in German, Polish, Italian, Bohemian, Ruthven (the language of the Ruthenians, Russniaks, who are of the Slavonic race, and inhabit Southern Poland, Northeastern Hungary, Moldavia, etc.) Magyar, Croat, Servian, Sloven or Slovack, Roumain, and Hebrew. The catalogue shows the heterogeneousness of the population of the Austrian Empire. The school-books are printed on paper made of 'corn-shucks', maize-husks, which has a yellowish color, more pleasant and healthful to the eye than white. Only one-fifth of the inhabitants of this empire are of German nationality. 7.

Mechanics, Inventors, Manufacturers, Engineers, Agriculturists, Chemists, and all classes of readers, ought, by all means, to take the

SCIENTIFIC AMERICAN,

the most valuable journal of its class now published. Volume X, New Series, commences on the 1st of January next; therefore, now is the time to subscribe.

Mechanics will find in the *Scientific American* valuable information concerning their various trades, and details of all the latest and best improvements in machinery, tools, and processes; together with such useful knowledge as will tend to dignify their occupations and lighten their labors.

Inventors will find in the *Scientific American* all necessary instructions how to secure Letters-Patent for their inventions; also excellent illustrations and descriptions of all the principal inventions recently made in this country and in Europe; likewise an Official List of the claims of all Patents granted weekly at Washington, with numerous explanatory notes; also, discussions of questions concerning the Patent Laws of the United States, reports of trials in court, with legal opinions, etc.

Manufacturers will find in the *Scientific American* illustrated articles descriptive of the most recently invented machines used in various manufacturing operations, the different processes being lucidly described; also, practical recipes of much value to manufacturers, with hints upon the economical management of factories.

Engineers will find in the *Scientific American* valuable descriptions of all the best inventions connected with steam, railroad, marine, and mechanical engineering; together with a faithful record of the progress of science in all these departments, both at home and abroad.

Chemists will find in the *Scientific American* details of recent discoveries made in Chemistry, and articles on the application of that science to all the useful arts.

All classes of readers will find in the *Scientific American* a popular résumé of all the best scientific information of the day; and it is the aim of the publishers to present it always in an attractive form, avoiding as much as possible abstruse terms. To every intelligent mind, this journal affords a constant supply of instructive reading.

Subscribers should remit so as to have their subscriptions begin on the 1st of January, with the new volume. Those who preserve their numbers for binding have, at the end of the year, two handsome volumes of 416 pages each—832—with several hundred engravings.

Terms of subscription.—\$3.00 for one year; \$1.50 for six months; \$1.00 for four months; 20 copies in a club can be had at \$40. Subscribers in Canada should remit 25 cents extra, to pay postage. Specimen copies sent free; also, gratis, a pamphlet of 'Advice to Inventors'. Address

MUNN & CO., Publishers,
87 Park Row, New-York City.

Good Things for the Boys & Girls!

BEADLE & COMPANY'S series of *Dime Speakers, Dialogues, Melodist*, etc., for the School, the Exhibition, the Parlor, etc., are so new, so original, and so available, as to render them general favorites with Schools, and with Students of both sexes. The Speakers are filled, not with those old pieces which have become 'stock' in almost every book of declamation, but contain chiefly specimens of the oratory and the eloquence of the day. The admixture of grave and gay, of prose and verse, of serious and humorous, is such as to render every page of each issue adaptable and satisfactory. The Speaker series embraces:

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ILLINOIS STATE TEACHERS' ASSOCIATION.

TENTH ANNUAL MEETING.

SPRINGFIELD, TUESDAY, DECEMBER 29 — 10 O'CLOCK A.M.

The Association met in the Representatives' Hall, and was called to order by⁴ the President, Hon. Newton Bateman.

Prayer was offered by Rev. G. D. Henderson, of Granville, after which The President delivered his Annual Address.

On motion of Mr. W. Woodard, of Chicago, the President's Address was referred to a committee consisting of Messrs. Woodard, S. M. Etter, of Galva, and J. F. Eberhart, of Chicago.

Mr. Richard Edwards, as Principal, presented his report of the condition of the State Normal University. In response to the question of Mr. Charles Adams, President of the Jacksonville Female College, Mr. Edwards gave the method of selecting students for the University, and stated that there were no surplus funds. Mr. Edwards also spoke of the prosperous condition of the two literary societies connected with the University. He thought it was partly due to the fact that students on entering the institution are admitted into one or the other of these societies by lot, thus avoiding any ungenerous rivalry. Both sexes unite in these societies: the young men debate, while the young ladies read selections or essays. Some times they unite in a dramatic representation. Each of the societies has a library, and that of the University, considering all things, is quite extensive.

The Association then took up for discussion the question *Should a system of State Teachers' Institutes be connected with the Normal University?*

Mr. B. G. Roots, of Tamaroa, had long felt that it was advisable to hold institutes in connection with the University. One reason why that held last September was a partial failure was that the circulars announcing the institute were sent to the commissioners, as if they

were the educational men of the state, which is not, as far as Egypt is concerned, the fact. Some commissioners did n't take the trouble even to read the circular through. The only point in his mind was whether the institutes should be under the direction of the Principal of the University, or of the State Superintendent. He favored their being held at the University, because it is near the centre of the state, and especially because it would bring teachers to know more of the institution. He thought if teachers generally would go to Bloomington and improve their time for a week there would be fewer counties unrepresented there.

Mr. Edwards did not regard the fact that only fifteen persons attended the last institute as any cause for discouragement. He should be just as ready next fall to hold another, feeling that if the friends of education were interested in it it would succeed. He considered himself obliged, in one sense, to carry out the well-matured instructions of the State Association, and wished, if nothing else were done, a committee might be appointed to consider the feasibility of organizing a system of institutes in connection with the University.

Mr. E. A. Gastman, of Decatur, thought the institute should be held at a time when teachers were not in their schools, which was not the case this year.

Mr. Oliver Springstead, of Magnolia, thought the teachers of the Normal should go out to county institutes.

Mr. Eberhart thought there should be a session of at least six weeks for the benefit of those who intend to teach but can not attend the regular sessions of the institutes held in different parts of the state.

Mr. Edwards moved the appointment of a committee of thirteen to take the whole subject into consideration. Carried.

Mr. S. H. White, of Chicago, announced a slight change in the programme as printed, to accommodate several members who could not be present till Thursday.

The President announced that his last report as State Superintendent was ready for distribution, and invited the members to help themselves. He also read a note from Hon. O. M. Hatch, Secretary of State, inviting members to visit the State Library at any time during the session.

The Association then took its noon recess.

TUESDAY — 2 O'CLOCK P.M.

The Association resumed business, Vice-President Francis Hanford, of Lockport, in the chair.

Mr. W. H. V. Raymond, of Lane, was, on motion of Mr. White, appointed to prepare the return railroad certificates.

Mr. Woodard, from the Committee on the President's Address, presented the following resolutions, which were, on motion of Mr. S. A. Briggs, of Chicago, adopted unanimously:

1st. *Resolved*, That we cordially indorse the sentiments contained in said address.
2d. *Resolved*, That we request a copy thereof for publication in the *Illinois Teacher*, that the schools, officers and teachers of the state may profit by its lessons of loyalty and patriotism.

Mr. Charles Ansorgé, of Chicago, led the Association in singing *America*.

Mr. Ansorgé then opened the discussion on the question *Should music be scientifically taught in our Schools?*

Singing is found every where. It is the best and most popular form of music. In the old world the church and the theatre develop music. Italian music is full of beauty; German music full of scholarship. So now we find Italian operas played throughout our churches, and Germans at the head of our musical societies. Singing should be to some extent taught in all our public schools. Reading and speaking are closely connected with singing, and it would be better for all three if they were taught together. Practical exercises should be combined with intellectual instruction. A mistake is often made in the grade of music taught. It requires a peculiar gift to write poetry for little children, and our music-books are mostly faulty in this respect. Only a limited number of pieces should be taught in a given term, and these should be sung well.

There are three grades of music as it is taught in our schools. In the primary classes it should be entirely taught by ear, without much pretense, and the smaller the children the shorter should be the lesson. Next the scholars should be taught to sing by note. The third grade is what may be called artistic singing. These three grades should be carefully distinguished from each other. Continuing one too long, or leaving it too soon, are to be carefully guarded against.

One reason why many of our songs are failures is because the music and the poetry do not correspond. We sing too many pieces. If in our churches we limited ourselves, as the Germans do, to fifty or sixty tunes, they would grow dear to our hearts and those of our children.

A series of exercises for the use of the vocal organs would do much to benefit both singing and reading. Class-teaching is not adapted to singing.

Who shall teach music in our schools? In large cities there is gen-

erally a music-teacher employed, who at best can give no more than two lessons a week in each school. In the smaller places the teachers attend to it themselves. As a general thing, the former makes mere mechanical singers, and the latter would be the preferable method. But at any rate, whether in the one or the other way, let music be taught.

Mr. Gastman thought he should not be expected to be enthusiastic on the subject of scientific singing in schools, since it is all he can do to distinguish 'Yankee Doodle' from 'Old Hundred'. Did not agree with Mr. Ansorgé as to making music an individual exercise. Have we time for individual instruction in music, or arithmetic, or grammar, or any thing else? Was not willing to admit that music is absolutely essential to a good education, and we have not time for the branches which are. Mr. Wells recommends elementary instruction in geometry and philosophy in the form of object lessons, as the course of instruction is so crowded as not to give the proper time to these branches in any other way. Mr. Rickoff, in his report to the Ohio Association, states that music, philosophy, etc., must be left out of our common-school course for lack of time.

All through the country our scholars are taking music-lessons. Is himself beset with requests for scholars to leave school to take piano-lessons. Presumes this age is very like that which is past, and wishes to know how many continue their music through life. Most all drop singing.

Have we teachers who are qualified to teach music? Very few; perhaps not any. Our scholars have a horror of the scientific part of music. In his class at the Normal, which was under the instruction of as good a teacher as there is in the state, one-tenth of the scholars were glad when music-hour came, and profited by the instruction received, while fully nine-tenths were glad when the lesson was ended.

Mr. Ansorgé said he alluded to singing because he did not suppose the piano, flute, or violin, were referred to in the resolution.

He spoke of the Institution for the Blind at South-Boston, where he taught music once a week. It was scientific music, though not of a high order. Once attended a teachers' convention in Massachusetts, where, music being called for, a lady started the 'Star-Spangled Banner' five or six tones too high, and they broke down when they came to the high tones. This might be called individual singing.

Our musical teaching is faulty because it is too intellectual, and we leave the heart too empty. With song we can feed the intellect and the memory, and at the same time touch the heart. He once knew a case of discipline where, after the case had been stated, a familiar

song was sung, and no other reproof was administered ; but this was effectual.

Have we time ? has been asked. Have we time to cultivate the heart ? If not, it is time we had. And if we have not now, teachers, we can have it if we will.

The Association, led by Mr. Ansorgé, then joined in singing *Sweet Home*.

John F. Eberhart, Commissioner of Cook county, presented a report on *School Visitation and Institutes*. He recommended a well-paid county superintendency, the change of the title commissioner to superintendent, the sending-out of a circular setting forth the power of commissioners with regard to libraries and teachers' institutes, and closed by giving his method of conducting an institute.

Miss Roxana F. Beecher, of Chicago, being absent, her essay on *The Study of our Language* was read by Mr. White.

The discussion *What should be considered the necessary qualifications of teachers ?* being in order,

Mr. Edwards said: The elements which constitute a true teacher are:—

1. *Character*. In this sense he must have a high and noble purpose, and to that purpose he must be devoted, and from this purpose he must not be able to be diverted. We can not compute our influence upon the youth of this land if we are men of this sort. Think of the influence of such a man over his pupils ; of the almost reverence with which they regard him ; how little they think of doubting with respect to what he may say ; how little they think of disputing what he may advance. There is no higher destiny, no fairer field of labor, than to stand before children and to infuse one's own excellences into their characters.

2. *A knowledge of the nature and character of children*. It is his business to operate on the minds of children as the smith operates on the iron under his control. Suppose the smith is ignorant of the nature of iron, is he fit for his occupation ? But the teacher,—how oftentimes is the only question How much does he know of this particular thing,—of Greek roots, or of Latin prosody ! And does it not oftentimes entirely escape the mind of the examiner to ask how much he knows of the intellect on which he is to operate ?

3. *A knowledge of what is to be taught*. Knowledge is the food of the mind ; by taking it in the mind grows. The learning of the Greek accents is a useful thing, not because the Greek language is of much value to us, but because their study may be made the means of mental culture. A teacher's knowledge should be exact. Is scholar-

ship the skirmishing on the borders of ten thousand sciences? No! That is scholarship which learns completely what is attempted to be learned. It is the thorough mastery of that part of the illimitable paths which you pretend to have traveled. What scholarship is that of the primary teacher which teaches the alphabet and yet does nothing with the powers of the letters! One element of scholarship is to know what one does n't know; to know where one leaves off.

4. *A knowledge of the when and the how to teach.* Not to give little children Butler's Analogy; neither the analytic, but the perspective part of geometry. Other requisites being possessed, this needs only thought.

Mr. J. D. Low, of Springfield, thought *Presence* far more important than all these. Without this, no matter how well educated a teacher may be, he will fail. Above all other things, he needs a large share of *common sense*, that is, the power to adapt himself to the circumstances in which he is placed.

Mr. Hanford had noted character as the most essential qualification of all, and as an element of high moral character he would mention patriotism. He would hold any man in contempt who, in this hour of his country's peril, is not willing to stand up free and outspoken. In short, a teacher should be energetic, ingenuous, progressive, discriminating, scholarly, philanthropic, patriotic, Christian.

Mr. Edwards thought he should show his philanthropy in his love for the small — for children.

The sun having set, the Association adjourned.

TUESDAY — 7 O'CLOCK P.M.

President Bateman presiding, the session opened with singing *Nearer, my God, to thee* by several ladies and gentlemen under the direction of Mr. Ansorgé.

Hon. John P. Brooks, State Superintendent of Public Instruction, then delivered a lecture on *The Material Value of Education*.

On motion of Mr. W. G. Randall, of Peoria, Messrs. J. M. Pace, of Mt. Vernon, Randall, and Woodard, were appointed a committee on Mr. Brooks's lecture.

Mr. M. V. B. Shattuck, of Springfield, moved the appointment of a committee of thirteen to nominate officers. Carried.

The President announced the following as this committee:

W. Woodard, 1st District; C. C. Hotchkiss, 2d; M. R. Kelly, 3d; A. M. Gow, 4th; J. H. Knapp, 5th; A. J. Anderson, 6th; N. P.

Gates, 7th; A. M. Brooks, 8th; Jon Shastid, 9th; G. W. Nash, 10th; J. M. Pace, 11th; J. P. Slade, 12th; B. G. Roots, 13th.

The President also announced the following committee on *Plan of Institutes*:

S. A. Briggs, 1st District; P. P. Heywood, 2d; W. W. Davis, 3d; H. S. Hyatt, 4th; S. M. Etter, 5th; J. Johonnot, 6th; E. A. Gastman, 7th; R. Edwards, 8th; J. Shastid, 9th; O. S. Cook, 10th; J. M. Pace, 11th; George Fisher, 12th; B. G. Roots, 13th.

On motion of Mr. Hyatt, a committee of three, consisting of Messrs. Ansorgé, Hyatt, and Williams, of Springfield, was appointed on *Music*.

Mr. A. M. Brooks, of Springfield, moved an auditing committee. Carried, and Messrs. E. L. Clark, of Springfield, R. P. Rider, of Bunker Hill, and O. S. Cook, of Bunker Hill, were appointed.

Mr. Williams sang the *Red, White and Blue*, the Association joining in the chorus.

The President announced a Committee on Resolutions as follows: Messrs. G. G. Lyon, of Chicago, Edwin Park, of Decatur, and Rev. John Higby, of Mokenca.

On motion of Mr. W. R. Adams, of Alton, it was voted to ask Governor Yates to administer the oath of allegiance.

The President appointed Messrs. Edwards, Briggs, and Low, a committee to wait on the Governor with the Association's wishes.

The Association then adjourned.

WEDNESDAY, DECEMBER 30—9½ O'CLOCK A.M.

Vice-President Hanford in the chair. The Association opened with prayer by Rev. N. W. Miner, of Springfield, and singing the hymn *O Lord, we seek thy presence now*, to the tune of Hamburg.

On motion of Mr. Briggs, the members of the Commissioners' Convention were invited to be present and take the oath of allegiance with the Association; and Messrs. Edwards, Briggs, and Low, were appointed to convey to them the invitation.

Prof. Thomas Metcalf, of Bloomington, presented the subject of *Phonetics*.

The discussion *Should Phonetics be introduced into our Primary Schools?* being in order, Mr. Metcalf spoke in favor of it, claiming that if we could begin with children six years of age and teach them the phonetic type in its purity, we should save two years of their lives, and be the better off pecuniarily. They should be continued in the phonetic type until they can read well, and it will then take only about three weeks to make the transition from Phonetic to Roman type.

Mr. A. M. Brooks, of Springfield, said he was the wrong man in the right place, as he knew nothing of the subject, his name having been put on the programme by mistake.

Mr. John F. Brooks, of Springfield, had presented his views at the Galesburg meeting, and they had subsequently been published in the *Teacher*. He advocates the system enthusiastically. Believes it will add years to any person's life.

Mr. W. W. Davis, of Dixon, then read an essay on *Composition*.

The discussion of the question *When and how should Grammar be introduced into our Schools?* was opened by

Dr. Samuel Willard, of Springfield. It is a humiliating fact that we teach children far less than we think we do. We find no persons who are willing to say they are satisfied with the progress of their classes in grammar, or who have not had their patience worn out with the hopelessness of the task before them. Teachers should correct their own language; train themselves daily and hourly in their intercourse with their pupils in speaking correctly; correct every mistake of the pupil. The best thing we can do with our theoretical grammar is to point out and correct mistakes. Not simply when he says "I done it" to say "*done* is the participle, and you must use the verb", but to tell him to say *did*, not done. Children learn the use of language by imitation, and the best way to teach children is to talk with them. Children should read, read, read, if they would become skilled in the use of language. Postpone the study of grammar as a science as long as possible. It should be one of the last of the common-school studies taken up. Object lessons afford a good opportunity for teaching grammar, as also do exercises in composition. We should avoid as much as possible the dry technicalities of grammar, and try to give practical ideas.

Mr. A. M. Gow, of Rock Island, believed that if the child is taught to speak correctly, all with whom he associates must carefully guard his language. However, he still preferred to teach, and thought we should teach, grammar as we should music, scientifically. Our text-books are the best we have, and many an elegant speaker has been made from them. We can not correct such errors as 'I done it' without referring to the principles violated.

Mr. Zelotes Truesdel, of Champaign, thought grammar should be so commenced that the pupil should not dislike the study. He commences the subject with lessons on the classification of words, followed by the classification of sentences on the board by diagrams. His pupils are thus able to enter upon this study at an early period.

The Vice-President read a letter from Hon. John P. Reynolds, Secretary of the State Agricultural Society, offering to present members with a copy of the fourth volume of the society's 'Transactions' if they would call for them.

On motion of Mr. Eberhart, the thanks of the Association were presented to Mr. Reynolds for his generous donation.

The Association then took its noon recess.

WEDNESDAY — 2 O'CLOCK P.M.

The Association resumed business, Vice-President Hanford presiding.

Mr. Gow presented a report on *Compulsory Attendance*, summed up in the following resolutions, which were unanimously adopted :

Resolved, That the Association is impressed with the conviction that the safety of our people and the stability of our institutions of free government are inseparably connected with and dependent upon the true education of the people, and that therefore it is the right and duty of the state to compel each child to receive such an education as will fit it to discharge the duties incumbent on a citizen of a free commonwealth.

Resolved, That we suggest to teachers' institutes, as a new and fruitful theme, the discussion of the subject of compulsory education in the presence of the people, that they may be educated up to the necessities of this great reform.

Resolved, That a committee of five be appointed who shall report to this meeting of the Association a system for the collection of statistics based on a uniform plan, that may be adopted by every city, town, and district, in order that correct knowledge may be obtained, and comparison made in all essentials which constitute excellence in school-management.

Resolved, That the Superintendent of Public Instruction be requested to meet with this committee, and that the coöperation of the Department be solicited in order to secure to the greatest extent the design contemplated in the foregoing resolutions.

Mr. E. C. Delano, of the Chicago Normal School, presented a model object lesson, his subject being the circulation of the blood.

Mr. J. J. Noble, of Chicago, discussed the subject of *Mental Arithmetic*. He thought the methods of analysis should be progressive, and that there is a failure on the part of teachers and pupils to understand the object of a thorough analysis. He referred to a certain class of examples found in the present editions of *Mental Arithmetic*. There are but few which will ever come under the observation of the public in the course of a business life. He did not believe that it is necessary for a child to be able to calculate eclipses for a hundred years in his head like a Safford, or to be able to analyze the most intricate examples. In all our teachings we should go back to principles. Discipline embraces power, logical methods, and beauty. The

result of these three combined is rapidity of operation. Mr. Noble presented forms of analysis used by him. These were plain exercises, and practical.

Prof. A. A. Smith, of Plainfield, presented an exercise in *Elocution*.

A communication was received from the State Superintendent announcing an examination on Thursday of applicants for State Diplomas, under his direction, with the assistance of Messrs. Wilkins, Miner, and Roots.

Mr. Gow offered the following resolutions, which were adopted :

Resolved, (1) That this Association views with pride and satisfaction the magnificent donation of land by the National Government to the State of Illinois for the purpose of endowing a state institution where the leading object shall be to teach such branches of learning as are related to agriculture and the mechanic arts.

(2) That, although the grant contemplates the endowment of one or more institutions for the execution of this beneficent design, it is the opinion of this Association that it would be for the interest of general and special education that the appropriation be made to but one, in order that it may be made, as it should be, an honor and a blessing to the state and the nation.

A dispatch was received from Rev. T. M. Eddy, stating his inability to fulfill his engagement to-night.

Mr. Shattuck moved a committee of nine to arrange for the sociable Thursday evening. Carried, and Messrs. Shattuck, Edwards, Ansorgé, Johonnot, Davis, Heywood, W. B. Powell, Slade, and A. M. Brooks, were appointed.

Mr. Woodard read a lecture entitled *Elements of Power*.

Mr. Eberhart announced that the Upper House—the School Commissioners,—as a body, had subscribed for the *Illinois Teacher*, and asked that the Lower House do the same.

Mr. Edwards, from the Committee on the Oath of Allegiance, reported that the Governor would attend on Thursday at 11 o'clock for the purpose of administering it, and that the commissioners had, after debate, by a vote of 24 to 17, accepted the invitation of the Association to be present.

Mr. Randall, from the Committee on Superintendent Brooks's Lecture, reported the following resolution, which was adopted on motion of Mr. Edwards:

Resolved, That the thanks of this Association are due to the State Superintendent for his able and practical address, and that we request a copy for publication in the *Illinois Teacher*.

Mr. Ansorgé, from the Committee on Music in Schools, presented the following report, which was adopted:

WHEREAS, Music draws out and develops man's noblest faculties, exerting a great influence upon mind and character; and

WHEREAS, Singing is the most effective and popular branch of music; therefore, Resolved, That vocal music should be taught in all our schools on an equal footing with the other branches of education.

Mr. Low moved the appointment of a committee of three to ascertain whether it is possible to have the complete proceedings of the Association published with the State Superintendent's Report. Motion adopted, and Messrs. Low, White, and A. M. Brooks, were appointed that committee.

The Association then adjourned.

WEDNESDAY — 7½ O'CLOCK P.M.

The Association opened with singing, Vice-President Hanford in the chair.

Mr. George Howland, Principal of the Chicago High School, delivered a lecture on *The Courtesies of the School-Room*.

Mr. T. N. McCorkle moved a vote of thanks to the lecturer, with request for the publication of the lecture in the *Teacher*. Carried.

Prof. Albert Stetson, of the Normal University, conducted a few Physical Exercises, to the music of the piano, having a class of gentlemen selected from the members.

The discussion on teaching grammar, laid over from the expiration of the time assigned, was called up by the President.

Mr. B. G. Roots told how they 'bring the children along in composition' at Tamaroa. In the first place, they never allow the children to attend school till they are seven. For the first day or two they 'make pictures' of cats, and dogs, and men, on their slates. Then, taking a little one by himself, he says: "Now mother knows this you have drawn is a picture of a man, and you know it is a picture of a man; now (pointing to the word on the chart), there is another way to draw a man, and I want you to make it that way for me. So they learn to print the word. Thus all are taken. In a few days they get along so they can print 'The ox eats hay.' In a few months they are able to print any word from the chart, and then begins our first lesson in composition. They say 'The red ox eats hay'; and I ask them if they can not think of some other kind of ox besides a red ox that eats hay, and after a while they say 'A white ox eats hay'. The second step generally is to add 'out of a rack'.

"After a few more days I put it down 'The cows eats hay'. They look at it, and though they do n't exactly think it is right, they

do n't know how it is wrong; and I tell them that when s comes after one word it must not come after the other, and so, long before they get through the First Reader, they know what I did n't know when I had been studying *Murray's Grammar* a long time.

"I never have any sort of trouble in taking little fellows from the start, and getting them to express ideas as fast as they get them; but I can not do as well with one who has been some where else till he is in his Fifth Reader. The next step is to learn script-hand; and by the use of Mr. Scribner's charts they learn to write without any trouble. Then when they get into the Second Reader I say, 'Shut up your books now and give me an abstract of your lesson'; and the scholars who have come up with me give only a few of the words of the book. Next comes letter-writing, and I say, 'Now I want Mrs. Roots to send me down a couple of First Readers: take your slates and write the letter, and the one who does it best shall copy it off on paper and take it down to her.' If I want to send a business letter I have some of my first grammar class do it. The other day I said to them 'Do n't they want a teacher at St. Johns? now just see how good a letter you can write to Mr. Edwards, at the Normal University, and ask him to send them one.' So a dozen of them wrote it out upon their slates, and the best one was copied and sent to Bloomington. Thus I am continually giving practical lessons in letter-writing without their costing me any trouble."

On motion of Mr. W. C. Catherwood, of Jacksonville, the subject *The Courtesies of the School-Room* was brought up for discussion.

Mr. Catherwood proceeded to speak. He defied one of his scholars to break any rules, for he had none. He was never punished in school, for he never went to school a day in his life. He got his education in the wilds of Texas, on the coast of Labrador, in the old world, on the sea, on the rivers, in the forests. All a man wants to do to learn is to open his eyes and look around him. Never flatter nor scold in the school-room; if you do either, do it in private. Being asked how he taught grammar, he said he did n't teach it, he knew nothing about grammar, never studied it an hour in his life. We teach grammar by reading the English classics. To teach it from the text-book is like jumping off into space; you never know where you will land.

What he had learned he had picked up here and there. He never was examined for a certificate in his life. When Mr. Bateman was commissioner of Morgan county, he had given him a certificate to teach, and indorsed on the back of it '*minus moral character*'. He never had any. He never was designed for a teacher, though he knew

enough to teach school and make money by it; is going to leave off.

Mr. Ansorgé followed in a humorous strain, combating the views of the previous speaker. He also testified to the increased value of our schools in all that pertains to the social feelings because of the preponderance of female over male teachers in these days.

Mr. W. H. Wells, of Chicago, spoke warmly in favor of Mr. Howland's lecture. We may be thankful that the modern teacher is not the Domine Sampson of Sir Walter Scott, though his character may have been somewhat overdrawn. Yet Irving, upon whom the sun always shone, has given us an Ichabod Crane. He could not but feel that we might see in the lecture some pictures of our own homes.

Rev. C. S. McReading, of Plainfield, followed in the same strain, eulogizing the mission of the teacher.

After singing the *Battle-Cry of Freedom*, twice, the Association adjourned.

THURSDAY, DECEMBER 31 — 9½ O'CLOCK A.M.

The Association, Vice-President Hanford in the chair, was opened with prayer by Rev. Robert Allyn, President of McKendree College, and singing *Federal Street*, led by Mr. Ansorgé.

Mr. Shattuck, from the Committee on Sociable, reported that arrangements had been made for a sociable this evening at six o'clock, in order to give northern members an opportunity to leave on the eight-o'clock train.

Mr. Woodard, from the Committee on Nominations, reported the following:

President—Richard Edwards, Bloomington. *Vice-Presidents*—1st District, George Howland, of Chicago; 2d, M. Andrews, Belvidere; 3d, Morris Savage, Morrison; 4th, James M. Gow, Rock Island; 5th, G. G. Alvord, Geneseo; 6th, P. P. Heywood, Aurora; 7th, T. R. Leal, Urbana; 8th, Lucius Kingsbury, Springfield; 9th, Jon Shastid, Perry; 10th, O. S. Cook, Bunker Hill; 11th, J. M. Pace, Mt. Vernon; 12th, J. A. Hamilton, Sparta; 13th, P. K. Roots, Tamaroa. *For Secretary*—S. M. Etter, Galva. *For Corresponding Secretary*—S. A. Briggs, Chicago. *For Treasurer*—C. H. Flower, Springfield. *For Committee on Programme*—W. W. Davis, of Dixon; J. P. Slade, of Belleville; W. Woodard, of Chicago.

The report was accepted.

Mr. Cook, from the Committee on Plan of State Institutes in connection with the Normal University, reported verbally that the committee had resolved that such institutes should be held; that they recommend for the consideration of the Faculty the month of August as the time for holding them; that each member of the committee had pledged himself to distribute circulars and documents so as to secure a full attendance; and that for the state some such plan as the following should be adopted:

Divide the state into three sections; appoint one principal director for each section, to be assisted by members of the Normal Faculty; appoint county institutes so as best to accommodate the teachers and schools; reports to be made to the Principal of the Normal University, who should have a general oversight over the whole; and to so amend the law as to permit teachers to close their schools without loss of pay during institute week.

The report was, on motion of Mr. Allyn, recommitted with instructions to mature the plan and report in writing, and two o'clock this afternoon was assigned for the consideration of the report.

Mr. White was added to the Auditing Committee.

Mr. Low, from the committee to whom was referred the resolution that the proceedings of the Association be published with the Report of the State Superintendent of Public Instruction, reported the willingness of the Superintendent to comply with the Association's request. He submitted the following resolutions, which, on motion of Mr. Briggs, were adopted:

Resolved, That the Superintendent of Public Instruction be requested to publish in his Biennial Report to the Legislature the proceedings of the State Teachers' Association.

Resolved, That the Secretary is hereby authorized and directed to furnish the State Superintendent with a copy of these resolutions, and transmit to him a copy of the proceedings of this Association, together with such other documents belonging to the Association as he may request.

Prof. Albert Stetson, of the State Normal University, introduced the subject of *Free Gymnastics*, and a class of the teachers went through the exercises, illustrating the subject at the sound of music.

His opinion being asked of Lewis's *Gymnastics*, he said: "They are first rate where they can be adopted." "What is a safe manual?" "Mason's *Gymnastics*, published by Crosby & Nichols."

Rev. Robert Allyn, of McKendree College, delivered an address on the subject *Character in a Teacher better than Attainments*. He sketched a model citizen, and said it was the duty of the teachers to make such, and said attainments alone could not do it. We want no

men of straw or buckram, but men of character, for such times as these. There must be a noble and profound reverence for truth in the teacher. He who is not what his pupils ought to be should first become such at once.

Mr. Howland suggested that it was hardly courtesy to disturb a lecturer in the midst of a lecture by distributing a pile of newspapers and setting the whole audience reading.

The President announced the Committee on Compulsory Attendance under Mr. Gow's resolution to be the following gentlemen: A. M. Gow, W. H. Wells, Richard Edwards, J. D. Low, and G. G. Alvord.

At 11 o'clock Governor Yates came into the hall and was introduced to the Association by the President. *America* was sung by the Association, after which the Governor administered the oath of allegiance.

The ceremony being concluded, loud calls were made for a speech from the Governor. Yielding to repeated calls, he delivered a most spirited, eloquent and patriotic address.

At its conclusion, on motion of Mr. J. H. Knapp, three rousing cheers were given for the Governor, and three for the Union.

On motion of Mr. Gow, the thanks of the Association were tendered to Governor Yates for his kindness in administering the oath, and for his address.

Mr. Gow submitted the following resolutions, which were adopted without debate:

Resolved, That this Association deems it the duty of every true teacher to train his pupils to regard the love of country second only to their love and obligations to God.

Resolved, That, in order to insure the proper training of the children of the state, their teachers should possess as a special qualification the loftiest sentiments of patriotism.

Resolved, That, in order to guard our Free Schools from the insidious influences of treason, we respectfully recommend the Legislature of this State to require every teacher and school-officer to take an oath to support the Constitutions of the National and State Governments — to use their efforts as officers and teachers to instruct the children under their care to love, reverence and uphold the same, without reservation or qualification.

The *Star-Spangled Banner* was then sung by the audience, after which the Association adjourned.

THURSDAY — 2 O'CLOCK P.M.

The Association resumed business, Vice-President Hanford presiding.

The election of officers being in order, on motion of Mr. Eberhart,

the President was instructed to cast the ballot of the Association for the officers proposed by the committee, and they were declared elected.

Mr. Lyon, from the Committee on Resolutions, presented the following, which were adopted :

Resolved, That we recommend that the term of the office of School Commissioner be extended to four years, and that the compensation be sufficient to secure a thorough supervision of all the schools; also, that the name of the office be changed to County Superintendent.

Resolved, That we are highly gratified with the success of the State Normal University, under its present efficient and earnest Principal, Richard Edwards, and his collaborators; and we pledge ourselves to do all in our power to aid them in their noble work.

Resolved, That we consider it the imperative duty of every teacher in the state to become a subscriber to the *Illinois Teacher*, and to use his influence to extend the circulation of this valuable journal.

Resolved, That the thanks of the Association be presented to the officers and to the executive and local committees for the efficient manner in which they have discharged their duties; to the several lecturers, for the able, instructive and practical addresses they have given us; and to Mr. Charles Ansg  , for the additional interest which his musical skill has imparted to our exercises.

Resolved, That, as the hands of traitors are still raised for the destruction of this, the best of governments, we feel it our duty to renew our expression of unswerving fidelity to our country, and pledge our unconditional support to every efficient means for the suppression of this unholy rebellion; that we will endeavor to instill into the minds of the rising generation a deeper love of freedom and republican institutions, and a spirit of patriotism which will prompt them, if need be, cheerfully to lay down their lives in defense of their country.

Resolved, That we deeply sympathize with our brothers in the field, and that we will ever cherish their memory as heroes of noble self-sacrificing devotion to their country and the cause of humanity.

Resolved, That, as citizens of Illinois, we recognize with pride the ardent patriotism and the manifold and untiring good works of our noble Governor, Richard Yates; and that, as a General Assembly of Teachers, our special thanks and gratitude are due to him for so promptly yielding to our request to administer to us the oath of allegiance; for the solemn and impressive manner in which the ceremony was performed; and for the heart-stirring address by which his visit to us was concluded.

Resolved, That our thanks be tendered to Mr. J. P. Reynolds, Secretary of the State Agricultural Society, for the generous donation to each member of the Association of a copy of the fourth volume of the Transactions of that Society.

Resolved, That the thanks of the Association be presented to the proprietors of the *Illinois State Journal* for their courtesy and liberality in furnishing, gratuitously, to its members, during this session, copies of their Daily Journal.

Resolved, That the thanks of the Association be tendered to the Superintendent of the Chicago, Alton & St. Louis and Great Western Railroads for special accommodations; and to the citizens of Springfield for the hearty sympathy which prompted them to receive its members from abroad into their hospitable homes.

Mr. Cook, from the Committee on State Teachers' Institutes, presented the following resolutions, which were adopted :

Resolved, That, to render professional instruction more universal, and to extend the influence of Normal instruction as widely as possible, a system of institutes, under the general auspices of the State Normal University, should be held in each and every county in the state.

Resolved, That the following should be the general features of the plan :

1st. The state should be divided into three districts, containing 34 counties each, by a line extending along the north border of counties near parallel 39°, on a line extending northward from the above along the main branch of the I. C. R.R. These districts will comprise the following counties, viz :

SOUTH.	WEST.	EAST.
Alexander,	Calhoun,	Shelby,
Pulaski,	Jersey,	Cumberland,
Massac,	Macoupin,	Clark,
Union,	Montgomery,	Edgar,
Johnson,	Christian,	Coles,
Pope,	Sangamon,	Moultrie,
Hardin,	Morgan,	Macon,
Jackson,	Scott,	Douglas,
Williamson,	Greene,	Piatt,
Saline,	Pike,	Dewitt,
Gallatin,	Adams,	Champaign,
Randolph,	Brown,	Vermilion,
Perry,	Cass,	McLean,
Franklin,	Menard,	Ford,
Hamilton,	Logan,	Iroquois,
White,	Mason,	Livingston,
Monroe,	Schuyler,	Lasalle,
St. Clair,	Hancock,	Grundy,
Washington,	McDonough,	Kankakee,
Jefferson,	Fulton,	Will,
Wayne,	Tazewell,	Kendall,
Edwards,	Henderson,	Dupage,
Wabash,	Warren,	Cook,
Clinton,	Knox,	Kane,
Marion,	Peoria,	DeKalb,
Richland,	Marshall,	Lake,
Lawrence,	Stark,	McHenry,
Madison,	Bureau,	Boone,
Bond,	Mercer,	Winnebago,
Fayette,	Henry,	Ogle,
Effingham,	Rock Island,	Lee,
Clay,	Whiteside,	Stephenson,
Jasper,	Carroll,	Woodford,
Crawford.	Jo Daviess.	Putnam.

2d. The Institutes in each District shall be conducted by a Superintendent of Institutes, assisted by such members of the Normal classes as shall be designated by the Principal of the State Normal University, and such other persons as by their experience shall be competent to give instruction.

3d. Institutes shall be held in each county in the state, at such times as shall be decided upon by the Board of Managers, in coöperation with the county superintendent, or school-commissioner.

4th. The Board of Managers shall consist of the Faculty of the Normal University and three Superintendents of Institutes, to be appointed by the State Board of Education.

5th. The County Commissioner (or such person as the Institute may select) shall be President of the Institute of his county, and shall give notice of the same in the county newspapers and by circulars sent to each town in the county, and he shall provide places for holding the Institute.

6th. The course of instruction and the statistics of each Institute shall be reported by the Superintendent to the Principal of the Normal University, and by the School Commissioners to the State Superintendent of Public Instruction.

7th. All teachers may close their respective schools during the session of their

County Institutes, their wages to continue as though their schools remained in session, provided they be present at the session of the Institute.

Resolved, That a committee of five be appointed to elaborate the details of this plan, embody its provisions in legislative form, and to petition the next Legislature for action on this subject.

Resolved, That an Institute of not less than four weeks' duration should be held every year in connection with the Normal University.

And the better to accommodate the teachers of our Graded Schools, who your committee are persuaded will be the first to attend, and through whom the teachers of our country schools are to be influenced to attend,—

Resolved, That we recommend to the consideration of the Faculty of the Normal University the month of August as the time for holding such Institutes.

The President appointed as the committee under the third resolution Messrs. Edwards, Johonnot, Eberhart, J. P. Brooks, and Slade.

Mr. A. J. Anderson, of Newark, presented the following resolution, which, after remarks by Messrs. Eberhart, Ansorgé, and others, was adopted :

Resolved, That no person ought to assume the duties of any office created by our school-law until his capability and fitness have been established by a searching examination.

Mr. Edwards presented a model exercise in *Reading*, closing by himself reciting *The One-Hoss Shay*.

Mr. Gow presented the following preamble and resolution, which were adopted without debate :

WHEREAS, A committee of thirteen, one from each congressional district in the state, was appointed by the State Agricultural Convention, held in this city on the 9th of June last, to collect statistics, compare views, and confer with the Committee on Agriculture at the next session of the Legislature, in order to secure the best appropriation of the National Bequest for the purpose designed; and

WHEREAS, It has been suggested by some of the number of that committee that some expression of opinion should be made from the teachers upon the subject; therefore,

Resolved, That a committee be appointed from this Association, to report their views to that committee, in order that every educational interest may be represented in the formation of that institution.

The chair appointed as this committee Messrs. A. M. Gow, P. J. Roots, and E. C. Smith.

Mr. Hewett called the attention of the Association to the set of Guyot's Wall Maps hanging in the hall, and spoke of their peculiar excellences.

Mr. J. P. Slade read an essay entitled *Success in Teaching*.

On motion of Mr. White, the time and place of the next meeting were referred to the Programme Committee.

On motion of Mr. Briggs, the Association then adjourned *sine die*.

THE SOCIABLE.

THURSDAY EVENING, DEC. 31.

The Association closed its session with a sociable in Odd Fellows' Hall. In spite of the terrible storm raging without, the hall was well filled, chiefly with teachers; and happiness, good humor and hilarity reigned within.

The first hour of the evening was spent by those present in agreeable conversation on such topics as would naturally come up in such an assemblage. Then the Philharmonic Society, who were present to contribute their part to the entertainment, introduced the formal portion of the occasion by the chorus *Joy, Joy, Freedom to-day*, and President Edwards, of the Normal University, who had been selected as 'Toast-master' for the evening, entered upon his duties.

The regular toasts were as follows, the first of which he announced as a dry toast squinting toward the Southern Confederacy:

1. Jeff. Davis of the South is not a fair representative of the family in the North.

Responded to by W. W. Davis, of Dixon.

2. Woman: without her man would be a savage.

Responded to by M. R. Kelly, of Morrison.

3. The Soldiers of our Commonwealth.

Col. J. J. Mudd, of the 2d Illinois Cavalry, briefly responded.

The Philharmonic Society then sung *The Heavens are telling*.

The Toast-master announced the next toast as being of a high moral order.

4. *Eber*, keep thy heart with all diligence.

John F. Eberhart, of Chicago, responded, much against his will.

5. The Schools of the City of Chicago.

This called out W. H. Wells, Superintendent of the Chicago Schools.

6. The Normal University: Farmers send small specimens of their grain to market in small packages.

Mr. Hewett came forward.

Song — "When life in its beauty."

The Toast-master said the next toast was singular in composition. He observed that each line began with a capital letter.

7. As we mention the name of Low
We shall look for more than a bow.

J. D. Low, Superintendent of Schools in the City of Springfield, was called out. He tried to get off with a bow on the floor, and

then on a chair; but neither would do. So he was compelled to take the stand.

8. Attic Wit— Wit that is kept in an attic. An 'attic' is defined by Dr. Johnson the highest room in the house; although he afterward tells us that the cock-loft is the room above the attic. We have among us one whose wit is of this kind, for it certainly occupies the highest room in the house.

Responded to by S. H. White, of Chicago, the tallest man in the house.

9. The Educational Influence of the War.

Dr. Samuel Willard responded.

Song by Prof. Williams, of Springfield, *The Days are dark and dreary.*

10. Speech and Song: Twin-sisters.

Response by Charles Ansorgé, of Chicago.

11. The 'Courtesies of the School Room.'

George Howland, of Chicago, responded.

12. The Clergy:

As some tall cliff that lifts its awful form,
Swells from the vale and midway meets the storm,
Though round its base the rolling clouds are spread,
Eternal sunshine settles on its head.

Rev. Robert Allyn replied.

The Toast-master said the next toast was of an agricultural character.

13. All *Roots* are not out of dry ground.

This brought up B. G. Roots, of Tamaroa, who simply said that if the little seed from which he sprung had been placed where it was half as dry as his throat was now from a cold, he never should have developed into the beautiful posy that stood before them.

14. The *Illinois Teacher* of the last year:

We shall have to call Mr. Gow
To come and make his farewell bow.

Mr. Gow, late Editor of the *Teacher*, responded.

15. The late north winds have been very strong: they have blown our Briggs from Chicago down to Springfield, full rigged and wo-manned.

Response by S. A. Briggs, of Chicago.

16. Why is this meeting of the Association more interesting than usual? Because it has a *Soule* in it.

Mr. Soule, a venerable gray-headed gentleman, responded in some humorous remarks.

17. The Illinois Teachers' Association in its influences.

This was responded to by Daniel Wilkins, of Bloomington.

Mr. J. D. Low volunteered the following:

I desire most sincerely to toast the man who has been toasting us: the man who is like Falstaff, not only witty himself, but the cause of wit in others.

President Edwards replied in a few words, calling out Prof. Stetson, of the Normal University, who recited a patriotic poem in a spirited manner.

The exercises were spicy and interesting, and were much enlivened by the excellent music of the Springfield Philharmonic Society, to whom the Association returned a vote of thanks. Those present separated at a late hour, having spent a delightful evening.

AN EXPERIENCE MEETING.

While the teachers were 'storm-bound' at Springfield, Hon. J. P. Brooks, State Superintendent, called a meeting on the evening of Jan. 1st, supplementary to the regular session of the State Association. Mr. Brooks was called to the chair, and Mr. White, of Chicago, chosen Secretary.

It was resolved to have an 'Experience Meeting', the speakers being confined to no particular subject and occupying only five minutes each; a second five minutes being occupied in answering any questions asked of them by those present.

Mr. Woodard, of Chicago, spoke upon the subject of *Penmanship*. The teacher's attention should first be directed to the manner of holding the pen. He should not rest satisfied with simply telling how the pen should be held, but how its proper position, as well as that of the body, can be kept. In giving instruction, direct the attention of the class specially to a single letter, and to only one at a lesson. Use the blackboard freely in illustrating the elements of the letter and also the manner of their combination. Point out the errors of the class by comparing their poorly-formed letters with the model in the copy. They should all write the same word at the same time. A lesson of a single page generally lasts from forty-five minutes to an hour.

Mr. Palmer, of St. Clair county, a veteran teacher, had had the same experience in teaching writing as Mr. Woodard. In teaching other studies the method must be adapted to the mind and disposition of the pupil. Teachers should examine all methods, for each contains something that will be useful some time or other. He thought the study of *Grammar* from the text-book was generally commenced too soon.

Mr. Jhonnot, of Joliet, spoke upon the subject of *Phonetics*. In the year 1855 Mr. Allen, of Syracuse, visited President Hill, of Harvard, then teaching in Waltham, Mass. He learned that Phonetics were taught in Mr. Hill's school with great success, and became so

much interested that, upon his return, they were introduced into the schools of Syracuse,—first in three classes for a year, and afterward into all the primary schools. The questions which arose in the minds of teachers were “How will the pupil learn the Roman letters after having been accustomed to the Phonetic characters?” and “How will he pass from the Phonetic to the Roman language in reading?” Phonetic charts and first reader were used, and when the time came, it was found that the pupils made the transition easily for themselves and with very little effort to the teacher. By adopting this method, one year of time was saved to the scholars, besides a clearer enunciation being secured to all, and a more uniform and correct pronunciation to those of different nationalities

President Edwards, of the State Normal University. The system of Phonetics affords, without doubt, the best method of teaching reading. The child reads with greater interest, because all difficulties of pronunciation are removed. After having read the first reader, he will usually pass to simple stories in ordinary type without any assistance whatever. A very essential point is gained in the pupils’ learning the power of the letters, even though they do not know the names. It is the case that less time, instead of more, is required to make correct spellers by commencing in this way than by the common method.

Mr. Ansorgé, of Chicago. A conviction of the utility of the system must precede its adoption, on account of which it will gain ground slowly. It took twenty or thirty years to introduce it in the schools of Germany. So great a prejudice would not exist in this country.

In answer to a question, Mr. Edwards stated that most authorities agree upon forty-three characters to represent the elementary sounds. the main difference arises in determining the sounds of the same letter, as that of *o* in *testimony* and also in *hope*.

Mr. Springstead, of Magnolia, introduced a resolution which, after a brief discussion by Messrs. Ansorgé, Hyatt, and Hewett, was amended so as to read as follows, and adopted :

Resolved, That, in our opinion, the power to read our language in ordinary type and orthography is most expeditiously and accurately acquired through the phonetic system.

Mr. Eberhart, of Cook county, did not consider that a pupil had learned the letters until he could give their sounds as well as their names. There is no danger of too much importance being given to acquiring the power of the letters. In a school of German pupils in his county not one could pronounce words containing the vocal sound of *th*. By dwelling upon that sound separately, and afterward in

connection with another, as that of long *i*, making *thy*, they learned in forty minutes to sound it as well as other children.

There is need of a new treatise for use in teaching *Geography*. In present books the subject is not naturally and systematically presented. In stead of giving the surface, soil, etc., of each state separately, the natural features of a whole country, as the mountain-chains, rivers, distance from the sea, etc., with the influence they exert upon its climate, soil, and productions, should be taught, avoiding much of the repetition necessary in the present system.

Superintendent Wells, of Chicago, thought the study of *Language* had fallen into certain methods which were very unfortunate. Its use should be one of the principal things in which the child should be practiced from the time when he first enters school. Lessons in conversation, in language proper to be used in cases supposed by the teacher, should be given. The study of Grammar is not essential to a correct use of language. Milton and Shakspeare lived and wrote before it was introduced into the schools. The time is not far distant when practice in this matter will supplant theory.

He spoke of the habit of printing, and thought it ought to give way to the practice of writing sooner than is generally the case. In the Cincinnati schools writing is introduced at the outset, with very gratifying results. He thought printing should be retained as a means of familiarizing pupils with the forms of letters and words, and of teaching spelling.

Mr. Gow, of Rock Island, would retain printing to employ the scholar's time when he would otherwise be idle or in mischief.

Mr. Hewett, of the Normal University, said a few words about *Method of Study*. Pupils generally study too long time in preparing lessons. Two or three times thoroughly going through a lesson should be sufficient. If it is not learned then, it can not be at all. It is better to study hard, but not so long a time. Teachers ought not to assign lessons so long that they can not review and ask a few general questions each day. They should teach their classes *how to study*.

Mr. Heywood, of Aurora, made a few suggestions on *Attendance*. About eight years since it was no unusual thing for twenty or thirty tardy ones to come in between nine and ten o'clock. At first, locking the door at nine o'clock was practiced to break up the habit. After punctuality had been secured in this manner, a candid and earnest presentation of the subject from time to time had been sufficient to keep it up without longer closing the doors. Promptness in the

teacher in all his appointments in the school-room contributed much toward securing the same trait in the pupils. In a division of one hundred pupils there had not been more than fifteen or twenty cases of tardiness during the past term. Scholars should be marked tardy if behind time, whatever may have been the cause. W.

STATE CONVENTION OF SCHOOL COMMISSIONERS.

SPRINGFIELD, TUESDAY, DECEMBER 29, 1863.

This body assembled in the Senate-Chamber at half-past one o'clock. Hon. John P. Brooks, State Superintendent of Public Instruction, was chosen President, and J. H. Knapp, of Knox county, Secretary. Representatives from thirty-two counties were reported.

A committee of one from each Congressional District, and one from the state at large, to act with the State Superintendent of Public Instruction, was appointed to suggest amendments to the School Law. The following gentlemen compose the committee:

John P. Brooks, State Superintendent; 1st District, John F. Eberhart; 2d, Edward Moss; 3d, Michael R. Kelly; 4th, H. S. Davis; 5th, Wm. G. Randall; 6th, C. S. Macreading; 7th, M. D. Hawes; 8th, D. Wilkins; 9th, H. Smithers; 10th, C. E. Foote; 11th, J. M. Pace; 12th, Elihu J. Palmer; 13th, James Leeds; State at Large, N. W. Miner.

A committee of three, consisting of John P. Brooks, Thomas R. Leal, and J. H. Knapp, was appointed to prepare a programme of business for the Convention.

Messrs. B. G. Roots, Daniel Wilkins, and J. C. Tully, were appointed a Committee on Resolutions.

The Convention then adjourned to meet at nine P.M., after the session of the Teachers' Association, to receive the reports of committees.

TUESDAY — 9 O'CLOCK P.M.

The Convention reassembled, and the Committee on Business reported the following programme:

1st, Report of Committee on School Law; 2d, Remarks on School Visitation; 3d, Remarks on Examination of Teachers; 4th, Remarks on Graded Schools; 5th,

Remarks on Order of Studies; 6th, Remarks on the Methods of Teaching the branches required by law; 7th, Remarks on Composition-Writing; 8th, Remarks on Declamation; 9th, Remarks on Primary Teaching; 10th, Remarks on Town Associations of Teachers; 11th, Address by the President; 12th, Report of Committee on Resolutions.

The Committee on School Law reported a number of recommendations, of which the following, after discussion, was adopted:

1. That the name of School Commissioner be changed to School Superintendent.

A proposition to extend the term of office of School Commissioners was referred to the Superintendent.

A proposition to abolish the Third-Grade certificate to teachers was discussed at considerable length, and finally laid on the table.

The Convention then adjourned.

WEDNESDAY, DECEMBER 30 — 8 O'CLOCK A.M.

The Convention resumed the consideration of the report of the Committee on the School Law.

The recommendation of an amendment to Section 33 of the School Law, so as to leave the division of districts to the inhabitants thereof, after discussion, was rejected.

It was moved that the Convention unite with the State Superintendent of Public Instruction in asking the Legislature to appropriate, annually, \$5,000 for establishing and defraying the expenses of Teachers' Institutes in the different counties of the state. The motion was unanimously adopted.

The following recommendations of the Committee on School Law were taken up in their order, discussed, and acted upon, viz:

6. That Section 38 of the School Law be so amended as to require the Board of Township Trustees to report annually, to the County Commissioner, the condition of the School Fund in their hands; the amount and to whom loaned, and how secured; the amount received, and from what sources; the amount and how distributed; and the cash on hand.

Adopted.

7. That the School Law be so amended as to require Township Treasurers to give notice of district elections, when Directors neglect or refuse to do so.

Adopted.

8. That the School Law be so amended as to provide for an increase of the salaries of School Commissioners.

Laid on the table.

9. That some legislative action be taken to secure a more general uniformity of text-books in schools.

Laid on the table.

10. That a section be added to the School Law, requiring the Board of Supervisors or County Court to publish in one or more of the county papers the report of moneys received and disbursed by School Commissioners.

11. That Section 82 of the School Law be amended by inserting in the 30th line of said section, after words 'shall be', the words 'semi-annually reported and'; and in the 36th line, between the words 'to' and 'pay', the words 'report and'.

12. That the Directors be required to furnish the Township Treasurers with the statistics required in the Treasurer's report, and that blanks be furnished them by the Treasurer for such purpose.

Adopted.

Mr. Palmer, of St. Clair, moved that Section 48 of the School Law be recommended to be so amended as to allow Directors to continue schools for nine months each year without a vote of the district.

Adopted.

A committee of which President Edwards, of the State Normal University, was Chairman, was here introduced, and announced that they were instructed to invite the Convention to participate with the Teachers' Association in taking the oath of allegiance to the Government of the United States, to be administered by Governor Yates in the Hall of Representatives, at 11 o'clock Thursday morning.

A motion to accept the invitation was discussed by Messrs. Randall, Moreland, Kennedy, Superintendent Brooks, and others, opposing; and by Messrs. Macreading, Roots, Knapp, Eberhart, and others, favoring the motion. The President (Mr. Brooks), in opposing the motion, stated that he claimed to be a loyal man, but did not consider it necessary to give this proof of his loyalty; that if any doubted his loyalty he was ready to give them satisfactory proof of it by taking the oath of allegiance in his room, but not in public; that he suspected there was some political game on foot in bringing the subject before the Convention at this time. The Superintendent concluded by asking the privilege of voting on the question, and announcing that, if the Convention should accept the invitation, he should not be present.

The question of accepting the invitation, having been put to vote, was decided affirmatively, by a vote of 24 yeas to 17 nays.

The Convention then adjourned.

WEDNESDAY — 2 O'CLOCK P.M.

The afternoon was spent in the discussion of the following subjects: *School Visitation, Examination of Teachers, and Methods of Teaching.*

It was moved that all School Commissioners take the *Illinois Teacher*, and that all school officers be recommended to do the same.

The motion was adopted.

All members present who were not subscribers, except two (who had the reading), immediately subscribed.

The Convention then adjourned.

THURSDAY, DECEMBER 31— 10 O'CLOCK A.M.

The Convention met and resumed business.

After some discussion on the methods of teaching Orthography and Reading, the Committee on Resolutions made a report, which, after some amendments, was in the following form :

Your Committee on Resolutions respectfully submit the following :

1st. That it is desirable for the School Commissioner to be present at the examination of all teachers in his county.

2d. That, in the opinion of this Convention, no teacher is entitled to a certificate of any grade who is guilty of either profanity, drunkenness, gambling, or licentiousness.

3d. That we deem it indispensable to the efficiency of our Free-School System that School Commissioners be paid a suitable compensation for the time necessary to properly visit and superintend the schools in their several counties.

4th. That it is the imperative duty of School Commissioners to visit each school in the county at least once in each year if practicable.

5th. That School Directors should consult the School Commissioner before purchasing apparatus, outline maps, or school furniture, in order that imposition may be avoided.

WHEREAS, The *Illinois Teacher* is the only official journal in the state devoted to education, science, and free schools ; therefore,

6th. That we commend it to the trustees, directors and teachers in Illinois, as worthy of their patronage, and also use their endeavors to increase its circulation.

7th. That we are highly pleased with the interest taken by our State Superintendent, Hon. John P. Brooks, and will heartily coöperate with him in his arduous labors in raising the standard of education in Illinois.

8th. That we rejoice in the signal growth and prosperity of our State Normal University, under its present excellent management, and that we express our perfect confidence in the ability and efficiency of its President and Faculty, and especially approve of the thorough methods of their instruction.

9th. That the distribution of all educational state documents ought to be placed in the hands of the State Superintendent of Public Instruction.

B. G. ROOTS, } Committee on Resolutions.
D. WILKINS, }

The above resolutions were taken up separately, and adopted.

Mr Wilkins moved that a committee of three be appointed to prepare a Constitution for a permanent organization. The motion was adopted, and the following gentlemen were appointed said committee, viz: D. Wilkins, J. F. Eberhart, and U. E. Robinson.

A communication was then heard from O. Adams, of the firm of Adams & Blackmer, respecting school blanks. The members felt that their blanks had done much good, and heartily recommended them for the use of all school officers.

The Convention then adjourned.

THURSDAY — 3 O'CLOCK P.M.

The Convention reassembled.

It was moved that a committee of four be appointed to report business for the next meeting. The motion was adopted, and Hon. John P. Brooks, Jas. A. Kennedy, J. H. Knapp, were appointed said committee.

After remarks upon various topics by several members, the Convention adjourned, to meet at the call of the State Superintendent at such time and place as he may designate.

CATALOGUE OF COMMISSIONERS PRESENT.

Boone, Edward Moss.	McLean, Daniel Wilkins.
Bureau, Chester C. Covell.	Marion, John W. Manahan.
Champaign, Thos. R. Leal.	Marshall, G. B. McElroy.
Christian, James A. Ryan.	Monroe, James A. Kennedy.
Clinton, O. B. Nichols.	Montgomery, John C. Tully.
Cook, John F. Eberhart.	Morgan, Samuel A. Martin.
Effingham, Wm. G. N. Fisher.	Peoria, Wm. G. Randall.
Hancock, Geo. W. Batchelder.	Perry, B. G. Roots (deputy).
Iroquois, N. M. Bancroft.	Pulaski, Wm. M. Hathaway.
Jackson, Urban E. Robinson.	Putnam, Geo. D. Henderson.
Jefferson, James M. Pace.	Sangamon, N. W. Miner.
Kankakee, Rev. John Higby.	Schuyler, Henry Smithers.
Kendall, W. S. Coy.	St. Clair, Elihu J. Palmer.
Knox, J. H. Knapp.	Tazewell, John W. Moreland.
Lasalle, Jonathan M. Day.	Vermilion, Marcus D. Hawes.
Lee, B. F. Atherton.	Wabash, James Leeds.
Logan, A. S. Guthrie.	Warren, B. A. Cox.
Macon, Edwin Park.	White, Chas. E. McDowell.
Macoupin, Chas. E. Foote.	Whiteside, Michael R. Kelly.
Madison, W. J. Roseberry.	Will, C. S. Macreading.

MEETING OF STATE BOARD OF EDUCATION.

The State Board of Education held its regular semi-annual meeting in the City of Bloomington, on Wednesday, 16th of December.

The Board consists of fifteen members, of which number the follow-

ing gentlemen were present: Messrs. Wells and Bass, of Chicago; Mr. Green, of Massac county; Mr. Pickett, of Rock Island county; Mr. Hatch, of McLean county; and Mr. Brooks, State Superintendent. Among the absentees was Hon S. W. Moulton, of Shelby county, President of the Board. W. H. Wells, of Chicago, presided during the session of the body.

We omit from this Report many details of important business which were properly disposed of by the Board, but which would not be generally interesting, as the subjects to which they relate were of private or local interest only.

The Committee on Officers and Teachers recommended the permanent appointment of William L. Pillsbury as Principal of the Model School connected with the State Normal University, at a salary of \$1,000 per annum; and of Miss Marion Hammond as Assistant Teacher, at a salary of \$550. The Principal was authorized to employ L. B. Kellogg for the remaining part of the year, at a salary not exceeding \$500 per annum. The recommendations were adopted.

The Semi-annual Report of the Treasurer was read, audited by the proper committee, and approved. The amount of funds in Treasurer's hands at the commencement of the half-year, as reported, was \$3538.22. Amount received from tuition in Model School, etc., \$863.15. Total amount in Treasurer's hands, \$4401.37. The disbursements for the half-year amounted to \$3509.88, leaving a balance on hand of \$891.49.

A letter was read from Hon. Geo. P. Rex, ex-member of the Board, which was written in reply to a request made at a former meeting and communicated to him by the Secretary. The letter relates to the disbursement of the legislative appropriation of \$65,000, made in 1861, for the benefit of the Normal University. A special committee, composed of the following members, was appointed to conduct the further investigation of the subject: Messrs. Goudy, Green, Bateman, Hatch, and Moulton.

Mr. Edwards, Principal of the Normal University, read to the Board his Semi-annual Report of the condition and prospects of the institution. The Report was a very able and interesting paper, and represented the present and prospective usefulness of the University in a very flattering light. It was ordered to be printed in the newspapers at the capital, and editors throughout the state were requested to give it more extensive publicity.

A resolution was unanimously passed assigning a place in the list of text-books used in the Normal to Mr. Wells's new book on the subject of Graded Schools.

The business of providing additional seats for certain rooms in the University building was referred to an appropriate committee.

The following resolutions were passed :

Resolved, That the use of a convenient room in the Normal University be tendered to the Illinois Horticultural Society for their annual meetings.

Resolved, That no more than 289 students shall be received at the Normal University during the present year, and that whenever there shall be 250 students in attendance no new scholar shall be received from any county represented by as many as ten scholars.

Resolved, That five per cent. of the income from all sources of the Normal University be annually set apart as a Sinking Fund, to meet any unexpected outlay which may hereafter become necessary, consistent with the act of incorporation.

The session was a very pleasant and harmonious one, and the Board adjourned on Wednesday evening at 8½ o'clock.

MICHIGAN DEPARTMENT.

CONDUCTED BY J. M. GREGORY, J. M. B. SILL, AND A. S. WELCH.

COMMON SCHOOLS IN MICHIGAN.

No slight fear was entertained at the commencement of the war that the uncertainty of the future, the excitement of the times, and the apprehension of heavy taxation, would cause serious injury to the common schools in the loyal North. In the regions of rebeldom public schools existed little more than in name, if so much as that; and there the cause of Popular Education had little to lose. In the free North, however, where the schools are open to all, and their advantages improved by nearly all, we felt that our common schools were the broad foundations on which society rests; and should they be undermined by the war, the rebellion would inflict damage upon us little less than a ravaging of our territory by the enemy. Happily, those fears have not been realized. Though the war has taxed our time and resources far beyond our anticipations, and the causes of the danger apprehended were really greater than supposed, an enlightened public sentiment has refused to make any unwise retrenchment in our educational interests. It was felt that if our schools were suffered to languish for two or three years irreparable injury would be done to the

millions of our young, and society would lose ground which to regain would require a generation of increased effort. This sentiment was thus expressed by the Superintendent of Public Instruction in Michigan, in his Annual Report in 1862 :

“The great march of humanity stops not in its course, even for war. From the cradle to the coffin, the crowding columns move on with lock-step through the successive stages of life. Childhood can not halt in its progress for returning peace to afford leisure for education. On into the years—to manhood, to citizenship, to destiny—it rushes, whether learning lights its paths and guides its steps, or ignorance involves it in error and conducts it headlong into vice. And if in peace the school is needful to rear our children to an intelligent and virtuous manhood, how much greater the need when war, with its inseparable barbarisms, is drifting the nation from its onward course of peaceful civilization, back to the old realms of darkness and brute force.”

The statistics of the past year show that the people of Michigan appreciated this reasoning of their Superintendent. The school census is taken yearly, under oath, about the first of September, and comprises all persons between the ages of five and twenty years. The number reported for 1863 is 272,737; an increase during the year of 11,414. One county in the Upper Peninsula, from which the returns are not yet received, will increase this number to quite 12,000.

A comparison of the school census with the general census, in the years in which both are taken, shows one hundred of the former to represent about three hundred and twelve of the latter. The present population of the state is thus indicated to be something over eight hundred and fifty thousand; and the increase during the past year over 37,000.

The number of pupils attending the public schools was 215,579; an increase of 8247. In addition to this number, nearly five thousand are reported in private schools.

The number of teachers employed was 1910 males and 6950 females; a decrease of the former of 470, and an increase of the latter of 947. It is computed that nearly two thousand teachers have enlisted in the army from this state. The average wages per month paid to the teachers was, to males \$28.17, and to females \$12.42.

The number of districts is 4375; and the average length of the schools was six and one-tenth months; an increase of one-tenth of a month over the previous year. Leaving out of the estimate a portion

of the smaller districts, containing less than a one-hundredth part of the pupils, the average length of the schools for the other ninety-nine hundredths was hardly less than seven months. The amount paid to teachers was \$518,062; an increase over the previous year of \$26,769.

The total amount of school resources for the year was \$839,279. These funds were from different sources, as follows:

On hand at commencement of the year	\$85,489 62
Primary School Interest fund	130,978 50
Tax of two mills on the dollar of assessed property	276,535 80
Rate bills	41,200 54
Tuition from non-resident scholars	11,384 13
District taxes for payment of teachers	106,323 46
District taxes for other purposes	125,451 78
Library moneys from fines for breaches of the penal laws..	5,129 01
From township funds for Inspectors' services.....	8,478 83
From other sources, not specified	48,308 65

Of the above, \$407,514.30 was from permanent incomes provided by law; while most of the remainder was raised by the voluntary action of the people of the several districts. This shows that the increasing prosperity of the schools was in consequence of the present interest of the people in the subject, and not from legal provisions enacted before the war.

Among the expenditures, about one hundred thousand dollars was for building purposes. At the last annual meetings many districts voted large appropriations to build new school-houses; eleven districts voting \$127,000 for this purpose. Several districts have now houses costing from ten to fifty thousand dollars each. The value of school-houses in the state is but little short of two million dollars.

The school interests of Michigan will be allowed to suffer no damage from the unholy rebellion that would strike alike at the freedom and the education of the masses. The same is true of the industry and trade of the state. A wider-spread general prosperity than the present was never known. Never were her copper, iron, salt, plaster and lumber resources being so rapidly developed, and never were her agricultural interests more prosperous. Her increase of population has not been so rapid for several years. She has sent over fifty thousand of her intelligent sons to the battle-field, for the defense of the Union and liberty; and never yet have the smallest squad of Michigan soldiers disgraced themselves in the face of a barbarous foe.

What state can show a better record than the above? C. B. S.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., January 18, 1864. }

SCHOOL-HOUSES—PUPILS VS. TEACHERS.

DEAR SIR:—The teacher and (two) directors of our school refused to give holiday on Christmas and New-Year's day. On New-Year's morning the scholars nailed down the windows, and barred the door of the school-house, refusing to admit the teacher, or to allow the school to be kept, unless he (the teacher) would buy oysters and egg-nog, or otherwise stand treat to the amount of five dollars. The scholars were encouraged in this act by many of the parents, and also by one director and one magistrate, who claimed that the two directors who attempted to force an entrance into the school-house had no redress, and that the law of custom gave the scholars a right to exclude the teacher from the school-house until their demand was complied with. The result was that the teacher paid the five dollars, which was expended in good things. The case may yet cause trouble. A lawyer has been consulted, and an attempt will probably be made to compel the directors to refund to the teacher, from the school-moneys of the district, the amount extorted from him. Will you give us some light upon the custom referred to, and your opinion of the case generally; also, whether it would be legal and right to refund to the teacher the five dollars out of the school-money?

The 'custom' mentioned ante-dates probably the memory of that ancient individual commonly designated as the 'oldest inhabitant'. It savors of folly, impudence, and insubordination. It is entitled to no defense from directors, parents, or teachers. It should be discountenanced by every community. The end of education in our common schools is to elevate and refine the character as well as to instruct the mind, and those institutions should be not only nurseries of sound learning, but of those dignified and virtuous sentiments which adorn the life. A people who give countenance to such a ridiculous and barbarous custom should be treated as heathens, and instantly recommended to the religious consideration of the nearest Missionary Board. Directors who connive at it should, in the absence of any law for their transportation to Foochow, be officially mulcted for malfeasance. A teacher who succumbs to such a black-mail holiday raid, at the dictum of a few ill-bred and defiant schoolsters, should be apprenticed to Herr Driesbach and be compelled to do zoölogical duty until he succeeds in obtaining some mastery over *animal* obstinacy. Parents who abet such mischief deserve next to have their own doors barred against them by their precocious offspring, and the rights of the homestead

usurped by the juvenile freebooters who have outgrown the authority of their superiors. And *children* who assume such ridiculous airs should be *treated* to birch (which is much more wholesome for them than 'oysters and egg-nog', and not near so expensive), until they are disciplined into a better propriety.

In the foregoing remarks I do not hint at the matter of dismissing the school during the holidays as a measure of accommodation and expediency—that question not being involved. I have recently expressed my opinion upon that subject, and think it correct. Certainly if an intermission of school had been allowed during holiday-week in this case, all parties would have been saved the vexation and trouble growing out of it.

As to the *legal* aspects of the case, there can be but one opinion. Section 48 of the School Law provides that Directors "shall establish and keep in operation for at least six months in each year, a sufficient number of free schools for all the children in the district over the age of five and under twenty-one years; and they may adopt all necessary rules and regulations for the management of the schools, and shall visit," etc., etc. It is provided, further, in Section 39, that "the supervision and control of them [school-houses] is expressly vested in the Directors of each district in which said property is situated." Under this law, Directors are responsible for the maintenance of the school for at least six months in each year, and are accordingly invested with the exclusive supervision and control of the school-house. The law allows of no interference with these rights of custody and control which are vested in those officers, and any attempted interference is a trespass, and the persons so interfering are trespassers. Offenders against these vested rights, whoever they may be, or upon whatever pretext they may act, are liable as trespassers, to the same penalties precisely, at the suit of the Board of Directors as they would be at the suit of any private citizen whose private dwelling they should enter and close against him for the purpose of extorting his money. Custom, particularly such an absurd and heathenish one as is referred to, can never be pleaded against a plain and positive statutory enactment. The individuals engaged in this New-Year's frolic were simply trespassers, and are liable to damages, if sued by the Directors.

The commutation-money (five dollars) paid by the teacher can not be legally refunded from the moneys of the district any more than the creature comforts could be now legally disgorged, on the supposition that the teacher had compromised with the scholars on the basis of 'oysters and egg-nog'. To appropriate money from the school-fund

for the purpose of victualing a hungry school on a holiday occasion would be a sorry precedent to set. The *principle* of such a decision would involve our school-fund to an extent only limited by the voracious appetites of five hundred thousand youthful gastronomists, who would not stickle to propose refreshments upon ordinary as well as extraordinary occasions. I know of no indemnity in law, or in equity, or in common sense, to which the teacher is entitled. The concession made by him to the ridiculous demand of his pupils was a grave mistake—unmanly and unprofessional. Let him profit by this morsel of experience, which has been purchased at a sacrifice much beyond the value of a paltry five dollars, and resolve that henceforth he will hold his dignity and self-respect at a higher price.

Can Directors admit into a school persons under five years of age, or over twenty-one?

They can. It is held that Directors have a discretion upon the subject mentioned. While, in the exercise of that discretion, they should invariably exclude pupils under five years of age (as the school-room is not generally furnished with cradles and rattle-boxes, and no provision is made in the law for supplying such 'apparatus'), they *may* admit persons over twenty-one years of age, provided the school be not already full, and the admission of such adults will not operate in any way to the detriment of the school. In such cases, the persons admitted should be separately enrolled, and a reasonable tuition-fee should be charged.

JOHN P. BROOKS, Sup't Public Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

USE OF TEXT-BOOKS.—How far text-books are a necessity in the school-room is a point upon which teachers widely differ. Some consider them as the storehouse of all that is to be taught in their respective departments, and that their contents are systematized and presented in the best possible manner for use in the child's instruction. The book is the oracle, and the teacher interprets its meaning and adapts it to the pupil's comprehension.

Others believe them superfluous, erroneous in theory and arrangement, an impediment in their own presentation of the subject, and a

fetter upon the pupil's independent thought and healthy mental development.

The great principle involved in the latter notion — that the teacher should be the living exponent of what is taught in the school-room — is, doubtless, true; but we believe the best of teachers may find good text-books a great convenience and a material assistance. Mathematics is an exact science. Its laws should be stated with precision and exactness. Our best text-books are written by careful students and successful instructors, who have matured their definitions and prescribed their rules and methods after much thought, and tested them by years of experience. Such being the case, it is doubtful whether any extemporized methods or superadded theories will, as a general thing, assist the pupil. They will rather confuse and distract him. We say *generally*, for that the text-books are perfect not even their authors will claim; and that there are many teachers who understand as thoroughly the branches they teach, and present methods as excellent as if they were authors, is equally true.

We would say, then, adopt the definitions, rules and methods of the book, especially with beginners, and insist not only upon the pupil's thorough comprehension of them, but upon his committing the first two to memory. Other explanations should be given, but let them be subordinate to and illustrate the rule.

So far would we follow the author, but beyond this point the book is of less value. The examples given in application of a principle are well, but the circumstances under which they are generally wrought are such that their solution, or at times even their explanation by the pupil, does not insure his mastery of the principle. If something outside the book is given, the class are confused, and some utterly fail. For instance, take a class that has been through the simple rules, or even further, and give them the following:

A boy goes to a store with 2 dollars; he buys 16 oranges and has 56 cents left. How much were the oranges apiece?

Allow reasonable time — not to exceed two minutes — in which to solve it, and call for answers. Frequently the teacher will be disappointed and the class chagrined at the result. What is needed is such a complete mastery of the principle that there will be an ability to apply it *at once* and correctly in solving any ordinary question involving it. This can not be unless the teacher draws largely upon his own ingenuity in presenting examples outside the book to be solved at the time.

We may say something in our next about 'Manner of Conducting Recitations'.

SOLUTIONS.—65. The breadth of the river, the 12 rods, and the line from the point of observation to the base of the tree, are three sides of a triangle, right-angled at the point from which the hunter shot, the angle at the point 12 rods below being $56^{\circ} 30'$, and the angle at the base of the tree $90-56^{\circ} 30'$, or $33^{\circ} 30'$. Sine $33^{\circ} 30'$: sine $56^{\circ} 30' :: 12 \text{ rods} : 18.13 + \text{rods}$, the breadth of the stream. Sine $33^{\circ} 30' : R :: 12 \text{ rods} : 21.7416 \text{ rods}$, distance from point of observation to foot of tree. The last distance and the height of the tree form the base and perpendicular of another right-angled triangle, having the angle of elevation $25^{\circ} 30'$, and the other acute angle $64^{\circ} 30'$. Sine $64^{\circ} 30' : \text{sine } 25^{\circ} 30' :: 21.74 + \text{rods} : 10.37 + \text{rods} = 171.14 + \text{feet}$, the height of the tree. The height of the tree and the width of the stream form the base and perpendicular of another right-angled triangle, of which the hypotenuse equals the square root of the sum of their squares. $\sqrt{(18.13)^2 + (10.37)^2} = 20.89 \text{ rods}$, distance from the hunter to the squirrel.

J. H. N.

Solved also by C. E. S.

67. Since one sod is 2 ft. 6 in. or 30 in. long and 9 in. wide, the square contents of one sod must be 9 in. \times 30 in. = 270 in. Since it requires 75 sods to form one strip in length of the plat, there will be 75 times 270 sq. in. in one strip, which is 20250 sq. in. If one man can lay down $1\frac{1}{2}$ strips in one day, he will lay down $1\frac{1}{2} \times 20250 \text{ sq. in.} = 25312\frac{1}{2} \text{ sq. in.}$ Since 3 men can cover the plat in 21 days, 1 man can lay it in $3 \times 21 = 63 \text{ days}$. If he lay $25312\frac{1}{2} \text{ sq. in.}$ in one day, in 63 days he will lay $63 \times 25312\frac{1}{2} = 1594687\frac{1}{2} \text{ sq. in.} = 1 \text{ R. } 20 \text{ sq. yd. } 4 \text{ sq. ft. } 31\frac{1}{2} \text{ sq. in.,}$ or the surface of the plat.

ALICE TULLIS (Moseley School, Chicago).

Solved also by O. Stanley, G. S. Sherman, C. W. Clingman, C. E. Mould, F. P. Dewolf, F. Wheeler, A. G. Mosher, S. L. Phillips, E. P. Hancock, M. Anderson, E. M. Ross, and B. Stobie, all pupils of the Moseley School.

68. If the cellar was 26 ft. long, 18 ft. wide, and 7 ft. deep, the contents would be 3276 cu. ft. If it were made 28 ft. long, 21 ft. wide, and 8 ft. deep, the contents would be 4704 cu. ft. As much earth would have been removed as the difference between 3276 ft. and 4704 ft. = 1428 cu. ft. = $52\frac{2}{3} \text{ cu. yds.}$

F. WHEELER (Moseley School).

Solved also by W. F. Dodge, E. N. Stanley, J. L. Lombard, J. Adams, G. Sherman, C. Mould, B. Stobie, A. E. Mosher, E. M. Ross, C. W. Clingman, and E. Manierre, of the same school; and by L. Anderson, H. Stevens, J. W. Owen, C. Babcock, G. Abbott, G. Smith, W. Marble, and H. Briggs.

69. If $\frac{2}{3}$ of B's = $\frac{1}{2}$ of A's, $\frac{1}{3}$ of B's = $\frac{1}{6}$ of A's, $\frac{2}{3}$ of B's = $\frac{1}{3}$ of A's = $\frac{2}{3}$ of A's; if $\frac{1}{2}$ of C's = $\frac{1}{3}$ of A's, $\frac{1}{3}$ of C's = $\frac{1}{6}$ of A's, $\frac{2}{3}$ of C's = $\frac{1}{3}$ of A's = $\frac{2}{3}$ of A's; $\frac{2}{3}$ of A's + $\frac{2}{3}$ of A's + $\frac{1}{2}$ of A's = $\frac{2}{3}$ of A's; $\frac{1}{2}$ of A's = $\frac{2}{3}$ of 435 = 15, and $\frac{1}{2}$ of A's = 12 times $\frac{1}{2}$ or 15, = 180...A's;

and $\frac{9}{12}$ of A's=9 times $\frac{1}{12}$ or 15,=135...B's; and $\frac{8}{12}$ of A's=8 times $\frac{1}{12}$ or 15,=120...C's.

HUMPHREY BRIGGS (Brown School).

Solved by J. W. Owen, C. W. Babcock and G. Smith.

70. Let $\frac{7}{7}$ =the cost of slate and pen; then the book cost $\frac{2}{7}$ as much as the slate and pen, which is $\frac{7}{7} \times \frac{2}{7} = \frac{2}{7}$, the cost of the book. Then $\frac{7}{7}$ (the cost of slate and pen) and $\frac{2}{7}$ (the cost of the book), or $\frac{1}{7}$, will be equal to the cost of the whole, which is 80 cents. If $\frac{1}{7}$ of the cost of slate and pen is 80 cents, $\frac{1}{7}$ of the cost of slate and pen will be 5 cents, $\frac{7}{7}$, or cost of slate and pen, will be 35 cents. Then the cost of the book was $\frac{2}{7}$ of 35 cents, = 45 cents. Ans. Book, 45 cents, slate 25 cents, pen 10 cents.

GUSTAVUS SMITH (Brown School).

PROBLEMS.—73. (*For mental solution.*) What will $19 + \frac{1}{2} + \frac{1}{4} + \frac{1}{8} + \frac{1}{16}$ acres of land cost at 19£ 19s. 11d. 3far. per acre? O. S. W.

74. Two boys own a melon in the proportion of $\frac{4}{5}$ and $\frac{1}{5}$: a third boy joins them in eating it, and pays a shilling for his share. What part of the shilling should each of the first two receive? A. L.

75. What number is it whose cube root plus 4 equals its square root? M. J. V.

76. Given $x^2 + y^2 = 378$, $x + y^2 = 308$, to find the values of x and y . B. C.

77. Take any common fraction $\frac{N}{D}$ and reduce it to a decimal.

1st. Will it circulate, or terminate? 2d. If it circulate, will it be mixed, or pure? 3d. If mixed, how many figures will precede the repetend? 4th. How many figures in the repetend? T. C. M.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE STATE ASSOCIATION.—The late meeting at Springfield was one of more than usual interest. The programme committee deserve commendation for arranging the exercises sufficiently early to enable extended notice to be given. Again, they selected persons to take part in the discussions and notified them to be prepared. As a consequence, the discussions had a snap to them which they would not otherwise have had.

The earlier meetings of the Association each had some special work to do. The State Superintendency, the *Illinois Teacher*, and the State Normal Univer-

sity, were the work of the Association in successive years. Since the latter was fairly established it has had no special work on hand, and the meetings have been more valuable socially than practically.

The great feature of the present session was the discussion on the subject of a System of State Institutes in connection with the Normal University, and the plan, as matured by the special committee appointed for that purpose and adopted by the Association, is simple and practicable. Incorporated into the school law it would, if properly carried out, do much to elevate the character of our common schools.

In point of numbers the session was unusually small; but this is due to the lack of interest on the part of the citizens of Springfield, for the Treasurer's books show an actual membership nearly twice as large as at the Rockford meeting last year, which was, numbers in attendance considered, the largest since that at Decatur, in 1857. Never since the Decatur meeting have there been present so many of the prominent teachers of the state, and especially so many who helped to organize the Association and to do its early work.

The great mistake of the meeting was the crowded programme, which entirely cut off debate on some important questions, shortened it more than is desirable on others, and caused essay, address and model lesson to follow each other in such rapid succession as to keep one in a constant whirl. Not a single recess, and but little singing or gymnastics, relieved the sessions, and these latter came when they were least needed. We hope the new committee will arrange in the next programme for at least one recess each half-day, give place for more music and gymnastics, and leave here and there a half-hour unassigned to any special subject.

No severer criticism than this can be made upon the meeting, and the annoyance occasioned by thus overcrowding the programme will not have been in vain if future committees will profit by the lesson.

Locked up at Springfield for three days after the session closed, past experiences were recalled, new acquaintances formed, and we all returned to our work refreshed and invigorated, with many a wrinkle removed from our faces and with an impetus which will send us with less than the usual friction far along toward another state meeting.

SNOW-BOUND.—The two hundred and fifty teachers in attendance at the late meeting of the State Association know from experience what this word means.

Thursday morning, the last of the old year, found the snow flying fearfully at Springfield, as indeed it did in many another place. Few people were in the streets, for to come out was to risk a frozen limb. The Association commenced its work half an hour late, with less than forty in the hall. By eleven, however, though the storm did not abate, one of the largest audiences of the session was in attendance, drawn together by the announcement that at that hour the Governor would administer to the members the oath of allegiance. At half-past twelve, when the Association took its noon recess, the train from St. Louis was already three hours behind time, and appearances indicated a still further loss of time as the night drew on.

The storm increased in fury, the wind blowing a gale, and the snow was hurled in drifts all the way up to ten feet in height, though on a level probably not more than a foot of snow had fallen.

The Association adjourned at five, with somewhat less than the usual form, in order to give all that were going north an opportunity to take the coming train, as it was evident it was our last chance for a day or two at least. At seven it came, the engineers exhausted, and the engines out of wood and water. To such a strait were they driven that the cars were left a few rods down the track, and the engines froze up where they stopped in front of the depot. "The train goes no further till seven to-morrow", said the agent, and we went back to our stopping-places. Some of us slept on lounges and sofas, and a few on the floor. The storm continued nearly all night. Friday morning the thermometer stood at 27° below zero. Several were called at five to be ready for the train. At the

depot no preparations had been made, but we were assured by the agent that fresh engines would be there by ten o'clock to take us on our way. Ours with pumps frozen solid had been badly disabled by the melting of their pipes by the fires built on the track to keep them open. The day wore away, with no attempt at Springfield to clear the track of snow. Only one thing was done: the dead engines were hauled from the track,—but promises were plenty. Toward evening notices were posted in the depot announcing a train Saturday morning at seven. More than twenty teachers, several of them ladies, spent that night in one of the cars on the track. They had left their various stopping-places, under the assurance of a train, and did not feel like returning to the private houses. Those who had left the hotels found their places filled, and some, not anticipating such a delay, had no money to buy lodgings. So they bought oil for their lamps, and wood for their stoves at twenty-five cents an armful. At sunset the thermometer stood 20° below zero. Forty or fifty teachers, at the call of Sup't. Brooks, held an experience meeting this evening in the Senate-chamber.

Sunrise on Saturday found a large number at the depot, though the repeated false announcements had destroyed confidence in those connected with the road. Long before eight o'clock the cars were filled with passengers anxiously waiting to be sent on their way. Their faces grew long as the morning brought no relief, until about noon a second time the hotels and private houses received the now somewhat exasperated pedagogues. Then came a cry for something to do. The city papers made no issue that day, and their earlier dates, together with the latest from Chicago and St. Louis, had already been exhausted even to the advertisements; the fourth volume of the Illinois Agricultural Society's Transactions, so kindly donated to each member of the Association by Secretary John P. Reynolds, with its geological, ornithological and pomological treatises, no longer continued to interest; chequers were old-fogyish, and chess was not attainable; even the Superintendent of the Chicago schools had answered all his letters, and was for once in his life out of work; so the State Library, the Geological rooms, the President's house, and 'Scrip Villa', were visited in turn by a majority of the Association, while a large minority found solace in the 'Author's game', the 'Poet's game', and Whist, in the parlors of the St. Nicholas.

Seeing detention over another night inevitable, a sociable was called at the St. Nicholas for the evening. The parlors overran into the office, the office into the news-room, the news-room into the halls, and still standing-room was hardly possible for all. The occasion was a pleasant one, the leading features being general social intercourse, select readings, conundrums, and songs. A portion of the company gave practical illustration not of the 'courtesies of the school-room' in allowing a lady's seating herself at the piano to be the signal for increased loud conversation, and general hilarity. So well was this courtesy illustrated that most of the pieces were heard only within a circle of three or four feet from the performer.

Sunday morning came clear and beautiful, but the thermometer stood —20. No body was foolish enough to go to the depot. A general distrust prevailed. A few teachers attended church; most set the bad example of remaining within doors. No games to-day, for it was Sunday; common topics of conversation had been exhausted; and the representatives of the fourteen thousand teachers in the state must have come nigh to death from *ennui* had not the Great Western R.R., no doubt anticipating this very dilemma, so far cleared its track as to permit a train to come down from Decatur, on which were Gen. Tom Thumb and wife, Com. Nutt, and Miss Warren. The illustrious four filled the greater part of the day. About five word came that a couple of engines had already whistled as they approached the city, and that as soon as they could be turned around and attached we should go at least to Bloomington. Oh 'then there was hurrying to and fro'; carpet-bags were hastily packed, and suppers remained untasted, and in a half-hour the cars were again filled with the twice gulled but now believing mortals. Six o'clock came and the engines had not arrived; seven struck, and still our mail-car headed the train; at eight no different feature presented itself, though we certainly had heard a whistle; at nine they came; and at ten we

certainly *cracked* the Sabbath, as we cheered our moving train. Slowly, but with no unwilling stops, we went to Bloomington, arriving at two a.m. Here we were to stop until the road above was cleared. All but ten chose to remain in the cars on the track rather than walk nearly a mile to the only good hotel the town boasts—the Ashley House.

At eleven, Monday, an engine carrying food to the snow-shovelers up the road started out, and a hundred and twenty-five teachers crowded themselves into the single car, preferring to take the chances to remaining longer at Bloomington. A dozen others engaged a sleigh to visit the Normal University. Unfortunately the school was not in session, the furnaces being out of order; but Principal Edwards showed the party over the noble building. Returning, Mr. Scribner privately paid the driver a dollar to overturn the party in the first suitable snow-drift, which he did in splendid style.

At noon word was sent out that a train would start for Chicago at 3, and, unlike our Springfield promises, this one was kept. Not anticipating another storm, the train had but one engine. Hardly had we left Bloomington, however, when a snow-storm commenced, only less furious than that of December 31 because the wind did not blow. By the time we reached Chenoa, 24 miles, six inches of snow lay upon the track. From this time on our engine labored heavily, and soon after entering Livingston county we came to a dead stop, though less than five minutes before Conductor VanDuzer had said we should be in Chicago by midnight, as the snow was very light. During the next two hours we counted progress by fence-posts, two to the rod. Back two posts, forward three; back six, forward eight; back six, forward six; back fourteen, forward twenty; back twenty-five, forward forty-four; and then we stopped in a snow-drift higher than the car-windows, unable to go forward or backward. Our engine started forward to break the way and could not get back. After several fruitless efforts, it went to Pontiac to put up for the night. About nine o'clock W. M. Scribner and Geo. Howland went on foot to the town, and after much urging succeeded in raising a force, and persuading the engineer to make an effort to dig us out. They came down within half a mile of us, but finding that the wind filled up the track as fast as they opened it, about midnight the effort was abandoned. About this time two engines which our conductor had telegraphed to Bloomington for appeared in sight, and, after two hours of hard work, getting out of coal and water, they were forced to retreat, after coming within ten rods of us. Between two and three our wood was exhausted: so climbing over the snow to the fence, we tore off the boards, broke them with a shovel—for we had no ax—and kept up our fires. One person loaded himself with boards so heavily that, getting scared at his shadow, he sunk up to his arms in the drift. By the middle of the forenoon, Tuesday, most of our ladies had been taken to Pontiac by a *noble-hearted* citizen of the town, who said he wished to get us into comfortable quarters, and did n't work for pay, and then charged us a dollar apiece,—the distance being two miles. Here breakfast was furnished free of cost, on the authority of the station-agent, Mr. Head. Subsequently the officers of the road authorized him to feed all who were detained, at the company's expense. About ten we noticed the locomotive with a party of shovelers on the track working toward us. So hunting over our baggage-car, we found twelve shovels, but counting our forces found only ten men to use them. At work we went, however, the drift running from one foot to eight in height, and after five hours of shoveling the two parties met. Soon after this we were in Pontiac. Here we were provoked by orders to wait for the train from Chicago, which was already within twenty miles of us. Alas, that twenty miles contained the deepest drifts on the road, some of them fifteen and even twenty feet high, and we soon heard that the downward-bound train was fast in one of them four miles off. No help for us; we must wait. We had made two miles in twenty-four hours! At Pontiac we found our friends who had left Bloomington the day before in the provision-train, and soon after dark we learned that the train out of Springfield Monday night, and which contained the few of our party who were too cowardly to risk the first train, was fast in the same drift in which we had spent the night. So our engines (that of the provision-train having been assigned to us) went down to haul them out. They did this with little

trouble, thanks to our shovels. By this good-samaritanism our engines exhausted their coal, and nothing could be done till more should be sent us from Bloomington. Resigned to our fate, we, for the third night, doubled up on our car-seats or stretched our limbs upon the floor, envying the good-fortune of the few who had the privilege of sleeping three in a bed at the 'Washington'.

At two o'clock the Chicago train succeeded in reaching town, and against the urgent remonstrance of our conductor and engineers started on for Bloomington, having seven cars and five engines. Half an hour later it was fast in our drift, and by morning three of the five engines were frozen solid. Worst of all for us, our coal-train was waiting beyond them, with no chance to reach us till they were off the track. So our engines brought them back to Pontiac, one car at a time. By this time another Chicago train was fast in the drift above, whose coming we must await.

We spent the morning looking about the town. At 11 a meeting of citizens and teachers was called at the Court-House. For our reputations' sake it was a most unfortunate meeting. It should not be wondered at. How could men already a week on a road they should have traveled in five hours, whose schools should have commenced on Monday, or had done so without them, be expected to get up in a half-warmed room and make brilliant speeches with nothing to aim at? From city superintendent down to country pedagogue, they made fools of themselves. The only redeeming feature was the speech of Mr. Woodard, of Chicago, against an adjournment to afternoon. Incidentally he remarked that he had six good reasons for wishing himself at home. As he did not mention them, we afterward asked him what they were, receiving in reply: "An empty wallet, a wife, and four children."

For our stomachs' sake the meeting was most opportune. The citizens, by this time learning our condition, came up to the meeting, heard our ridiculous attempts at wit, and then, despite all this, took us home with them by twos, by fours, and by sixes, to a warm dinner. This the fates would not permit us to enjoy in peace; for we were scarcely seated when word was sent around town that the Chicago train had arrived and we should start in fifteen minutes. Before that time had elapsed we were in the cars; but the fifteen minutes lengthened into hours, till at five o'clock we saw the last of Pontiac. We were much crowded, having consented to be put, seven full car-loads of us, into five cars, to lessen the chances of further delay. Four powerful freight-engines at our head promised us our homes at least by midnight. But we stuck twice for all that. Was it very strange, when the drifts were higher than the cars, and when the snow fell in behind us six inches deep on the track as we passed? However, we got out without much delay, and went on to Dwight, 72 miles from Chicago. As usual, we found a train from Chicago fast three or four miles up the road,—this time, however, with an engine badly broken. "We may not leave here till daylight," said the conductor, and we composed ourselves for sleep. The drowsy god would not be tempted, however. The cars were cold, the air was close, and we were too much crowded. Four of us occupied two seats turned together, a fifth was on the floor in the aisle, a sixth rested on a cushion supported by sticks placed on the arms of our seats, while a seventh and eighth sat on valises turned on end in the aisle, and rested their heads upon our seat-backs. In such a crowd sleep was impossible to most, and they tormented those who could have slept. By midnight the road was clear again, but orders had come to wait for another Chicago train. For once fortune was propitious; *we only had to wait three hours*, and reached home without further delay, having been exactly one week in making a journey which usually takes nine hours.

Each of us will ever remember his part in this adventure. It brought out a man's inner self most unmistakably, and most have widely different opinions of our fellows from those of a month ago. The gold came out brilliant, and the dross, ah! it came out too.

On the whole, we only regret the blockade because it came when we had only one week's vacation.

MEN WHO WOULD SELL THEIR SOULS FOR A FARTHING.—He who came to a snow-bound train, and, pretending that he was actuated only by a desire to relieve suffering humanity, exacted a dollar each from lady school-teachers (names in these times synonymous for church-mice) for taking them two miles; and the hotel-keeper in Pontiac who, having orders from the railroad company to feed all the detained passengers at the company's expense, took advantage of the absence of the station-agent and collected double his regular price from the same teachers for the vilest stuff ever set before a man and called a dinner, thus receiving pay three times for the same thing.

W. M. SCRIBNER.—To this gentleman are due the hearty thanks of every teacher detained on the Chicago and St. Louis road bound north from the late state meeting. His energy and perseverance prevented much suffering, and furnished many a tired and hungry one with rest and food. He also planned the meeting which gave acquaintance with the citizens of Pontiac, and resulted in the opening of their houses. More than all this, perhaps, the pleasant smile and the kind word with which he greeted every one, and sympathy and substantial aid which all in trouble received from him, did much to keep up the spirits of the entire company.

W. WOODARD, Esq.—This gentleman has resigned his position as Principal of the Jones School, Chicago, which he has held with honor for the last seven years, to engage in other business. Cause—insufficiency of pay. A place is thus left vacant which can not easily be filled.

Other of the Chicago Principals are preparing to take the same step.

GENEROUS.—The North-Chicago City Railway Company, appreciating the fact that teachers are working on only two-thirds the pay they received two years ago, have generously granted free passes to all female teachers passing over the road. That corporation has a soul.

WEST VIRGINIA.—This new state has been divided by her Legislature into townships, like other free states, and unlike the slave states, which have no civil divisions below counties. She has also adopted a comprehensive free-school system. They say West Virginia is unconstitutional; but she do n't act like it.

TO COUNTY COMMISSIONERS.—We shall be glad to announce through the *Teacher* the time and place of holding the spring institutes, with the names of the persons conducting them. Will you favor us with this information as soon as possible? We should like to make a partial announcement, at least, in the March number.

WORTHY OF IMITATION.—Rev. E. J. Palmer, the new Commissioner of St. Clair county, has opened an educational column in the *Belleville Advocate*. The interests of education might be much advanced if our county papers generally had such departments.

MARRIED.—In the City of Memphis, Tenn., on Christmas Eve, 1863, by Z. Ragan, Chaplain F. S. A., Miss LUCINDA HUMPHREY, Teacher of Freedmen, and Superintendent of Freedmen Captain H. S. HAY, of the 9th Regiment Louisiana Volunteers A. D.

In Marengo, Dec. 27, 1863, in the M. E. Church, by Rev. David Leed, Mr. THOMAS R. ERCANBRACK, Principal of the Public School, and Miss HATTIE A. BOYCE, all of Marengo, Ill.

In Chicago, at the First Baptist Church, on Tuesday, Dec. 29th, 1863, by Rev. Dr. W. W. Everts, CHARLES A. DUFEY, Esq., formerly Principal of the Chicago High School, and Editor of the *Illinois Teacher*, and JENNIE, oldest daughter of H. G. Wells, all of that city.

Also, in Chicago, at the residence of H. B. Lewis, Esq., on the evening of Jan. 5th, 1864, by Rev. J. H. Tuttle, Mr. WM. H. BROOKS and Miss ANNA Z. LEWIS, Head Assistant in the Scammon School.

OUR MICHIGAN DEPARTMENT.—We are glad to be able to shake hands with the profession in Michigan through the new department. The character of the men who have taken hold of it, and whose names appear at its head, guarantees the success of the plan. The aim of the department will be to furnish our Michigan friends with a means of communication till such time as they shall again have a journal of their own.

LOCAL INTELLIGENCE.

CHICAGO.—

A Pleasant Occasion.—The purchase of a cabinet organ for the use of the Moseley School, by the scholars and friends of the school, was made the occasion of a pleasant festival Thursday afternoon. The exercises were planned by the Principal, Mr. S. A. Briggs, as a surprise for the children, which might appropriately usher in their Christmas festivities. At an earlier part of the afternoon, in his efforts to furnish a pleasant surprise to his Assistant Teachers, Mr. Briggs was himself the victim of an effectual one. He had arranged for his Assistants to dine with him in order to afford an opportunity for the scholars of their respective divisions to present their teachers with substantial tokens of their affection and esteem in the shape of books, albums, napkin-rings, etc., when one of his scholars, in behalf of his classmates, in an appropriate address, asked Mr. Briggs's acceptance of an elegant silver water-pitcher. The affair was admirably managed, and will be long remembered by all who participated in it. Tribune.

The regular meeting of the Board of Education was held Dec. 29, 1868.

Mr. Sheahan, from the special salary committee, presented a report showing that at the present rate of expenditure there will be a deficit of nearly twenty thousand dollars at the close of the school year in July, and urging the appointment of a committee to devise some means to prevent the closing of a part of the schools.

The report urges the present insufficient rate of teachers' salaries as an additional reason for active and immediate steps to increase the school-fund.

On motion of Mr. Holden, the name 'Head Assistant' was given to female assistants in the masters' divisions. The title gives an increase of pay.

On Dr. Foster's motion, the ten dollars extra to teachers in the 9th and 10th grades was abolished.

The regular monthly Institute was held January 9th.

On account of the cold the building could not be thoroughly warmed.

Prof. Daniels, who was to have delivered the lecture, misunderstood the time of meeting, and was not present.

After discussing the question of what shall constitute forfeiture of membership the Institute adjourned.

DECATUR.—Mr. Gastman's report for the month ending December 11th, 1868, shows an average number belonging in the sixteen divisions of 958; average per cent. of attendance 93; tardinesses 920. This is an increase in number of 23; a decrease of 432 tardinesses; and the same attendance. Five of the seven per cent. of the absences is reported as for sickness! The Superintendent complains of the infrequent visits of parents.

SCRIBNER AND SCRIBBLING AT DIXON.—We are in the midst of a chirographic revival. The other day, Scribner dropped among us 'like a falling star'. Penmanship here was fast becoming one of the 'lost arts' of Wendell Phillips; but the genial presence of our friend has induced a revolution,—and dull eyes are beginning to appreciate the poetry of motion and the æsthetics of form. In a day or two, after inaugurating our progress here, he leaves to excite enthusiasm in a new field. Scribner is as untiring as Mercury of our boyhood classics, and almost as omnipresent. W. W. D.

NOTICES OF BOOKS, ETC.

HEAT CONSIDERED A MODE OF MOTION. By John Tyndall, F.R.S., etc., Professor of Natural Philosophy in the Royal Institution. With Illustrations. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1863. 12mo. Pp. 480. \$2.00

The *British Quarterly* calls this volume the chief contribution to the scientific literature of the season. It consists of a series of twelve lectures delivered at the Royal Institution of Great Britain during the year 1862, and is the first attempt to give in popular form the undulatory or mechanical theory of heat. The first seven lectures deal with *thermometric heat*: its generation and consumption in mechanical processes; the determination of the mechanical equivalent of heat; the conception of heat as molecular motion; the application of this conception to the solid, liquid and gaseous forms of matter; to expansion and combustion; to specific and latent heat; and to calorific conduction. The remaining five treat of *radiant heat*: the interstellar medium, and the propagation of motion through this medium; the relations of radiant heat to ordinary matter in its several states of aggregation; terrestrial, lunar and solar radiation; the constitution of the sun; the possible sources of his energy; the relation of this energy to terrestrial forces, and to vegetable and animal life.

The theory is ably and satisfactorily presented, and the difficulties anticipated and boldly met, while the whole is clothed in such language and proceeds from a basis so elementary as to bring the rudiments of this new philosophy within the reach of any person of ordinary intelligence and culture.

Especially interesting is the last lecture, in which is discussed the relation of the sun to life. We can not refrain from giving an extract from the concluding portion of it.

"Leaving out of account the eruptions of volcanoes, and the ebb and flow of the tides, every mechanical action on the earth's surface, every manifestation of power, organic and inorganic, vital and physical, is produced by the sun. His warmth keeps the sea liquid, and the atmosphere a gas, and all the storms which agitate both are blown by his mechanical force. He lifts the rivers and glaciers up to the mountains; and thus the cataract and the avalanche shoot with an energy derived immediately from him. Thunder and lightning are also his transmuted strength. Every fire that burns and every flame that glows dispenses light and heat which originally belonged to him. In these days, unhappily, the news of battle is familiar to us; but every shock, and every charge, is an application, or misapplication, of his mechanical force. He blows the trumpet, he urges the projectile, he bursts the bomb. He rears the whole vegetable world, and through it the animal; the lilies of the field are his workmanship, the verdure of the meadows, and the cattle upon a thousand hills. He forms the muscle, he urges the blood, he builds the brain. His fleetness is in the lion's foot; he springs in the panther, he soars in the eagle, he slides in the snake. He builds the forest and hews it down, the power which raised the tree and wields the ax being one and the same. The clover sprouts and blossoms, and the scythe of the mower swings, by the operation of the same force. The sun digs the ore from our mines, he rolls the iron; he rivets the plates, he boils the water; he draws the train. He not only grows the cotton, but he spins the fibre and weaves the web. There is not a hammer raised, a wheel turned, or a shuttle thrown, that is not raised, and turned and thrown by the sun. His energy is poured freely into space, but our world is a halting-place where his energy is conditioned. Here the Proteus works his spells; the self-same essence takes a million shapes and hues, and finally dissolves into its primitive and almost formless form. The sun comes to us as heat; and between his entrance and departure the multiform powers of our globe appear. They are all special forms of solar power—the moulds into which his strength is temporarily poured, in passing from its source through infinitude."

. "We pass to other systems and other suns, each pouring forth

energy like our own, but still without infringement of the law, which reveals immutability in the midst of change, which recognizes incessant transference and conversion, but neither final gain nor loss. This law generalizes the aphorism of Solomon, that there is nothing new under the sun, by teaching us to detect every where, under its infinite variety of appearances, the same primeval force. To Nature nothing can be added; from Nature nothing can be taken away; the sum of her energies is constant, and the utmost man can do in the search of physical truth, or in the applications of physical knowledge, is to shift the constituents of the never-varying total, and out of one of them to form another. Waves may change to ripples, and ripples to waves — magnitude may be substituted for number, and number for magnitude — asteroids may aggregate to suns, suns may resolve themselves into floræ and faunæ, and floræ and faunæ melt in air, — the flux of power is eternally the same. It rolls in music through the ages, and all the terrestrial energy, the manifestation of life, as well as the display of phenomena, are but modulations of its rhythm."

FELTER'S INTRODUCTION TO MENTAL AND WRITTEN ARITHMETIC, for Primary Schools. 186pp.

FELTER'S ANALYSIS OF WRITTEN ARITHMETIC; Book First. 319pp. New York: Charles Scribner.

The first of these books introduces the pupil to the study of arithmetic on a new plan. Mental and written exercises are combined. Besides the usual method of presenting the simple rules, many varied and very useful applications are given, which will not only please the scholar but really promote his progress. By carefully examining the book teachers will find many valuable suggestions.

The second book is, as its name imports, introductory. It contains the simple rules, Federal Money, and Compound Numbers. The analysis of the different processes is thorough, complete, and not difficult of comprehension by the student. Very copious examples under each rule are given, tending not only to secure thoroughness, but another very desirable trait, *readiness*. w.

FIRST BOOK OF ALGEBRA, FOR JUNIOR CLASSES: embracing Simple Equations. By Joseph H. Palmer, A.M., Instructor in Mathematics in New York Free Academy. 144pp. Price 50 cents.

PALMER'S ELEMENTS OF ALGEBRA, containing Higher Arithmetic. 252pp. Price \$1.00. New York: Charles Scribner.

The question *What for?* comes immediately into the mind of a child when asked to perform a task. The author has taken advantage of this trait of humanity, and presented the science of Algebra in such a manner that the student soon sees its application and appreciates its value. Not only this, but he is required to apply his knowledge by the formation, solution and verification of problems from data given. The explanations of the elementary rules are simple. The utility of this study and the relation of the two are clearly shown by the introduction of arithmetic in connection with it. Of the various works we have seen, this one is best calculated to thoroughly introduce the pupil to the study of algebra. w.

THE AMERICAN JOURNAL OF EDUCATION, for 1864, will be published on the 15th of March, June, September, and December, on the following terms: for a single copy, one year, if paid before March 15th, \$3.00; for a single number, \$1.00; for five copies in one order, for the year, \$12.50. All subscriptions payable in advance. All communications relating to the *Journal* should be addressed to Henry Barnard, Hartford, Conn.

The number for December, 1863, contains a portrait of Capt. Alden Partridge; United States Military Academy at West Point — Law and Regulations respecting Admission of Cadets; Alden Partridge; Military System and Education in Switzerland; Staff School in System of Military Education — Staff School of Austria; The State and Education; History of Common Schools in Connecticut;

Schools as they were Sixty years ago; Normal Schools or Teachers' Seminaries; Francis Wayland; Intellectual Education—its Object and Methods; School Architecture; Index to Volume XIII, or New Series, Volume III.

THE NORTH-AMERICAN REVIEW, called by Appleton's Cyclopædia the "ablest and most permanent publication of the kind in America", commences the new year with the most flattering prospects, under the editorial management of Prof. J. Russell Lowell and Charles Eliot Norton.

From its commencement, fifty years since, the *North-American Review* has enlisted the pens of our ablest writers. Its list of editors and contributors includes nearly all our most distinguished authors, and some of our greatest statesmen and jurists; and the reputations of our best-known essayists and reviewers are mainly founded upon their contributions to its pages.

It will maintain, in the hands of its new editors, its established reputation for independent criticism, and for well-considered opinions in politics and literature.

In discussing political and social questions, the spirit of the *Review* is thoroughly national and loyal. It defends and illustrates the distinctive principles on which the institutions of America are founded.

In literature, it avails itself of the best material of thought and scholarship which the country supplies.

In its criticism, it has no ends to serve but those of sound learning and good morals.

Bound by strong associations to the past, in sympathy with the present, hopeful for the future, the *Review* promises to do its part in the intellectual movements of the times.

The number for January contains: 'Ticknor's Life of Prescott'; 'The Bible and Slavery'; 'The Ambulance System'; 'The Bibliotheca Sacra'; 'Immorality in Politics'; 'The Early Life of Governor Winthrop'; 'The Sanitary Commission'; 'Renan's Life of Jesus'; 'The President's Policy'; and the 'Critical Notices'.

The critical notices are discriminative, and are, of those books we have examined, just. Under the new management the staid old *North-American* promises a popularity exceeding that of its pulmiest days.

It is published quarterly, on the first days of January, April, July, and October, in numbers of about three hundred pages each, containing matter equal to four ordinary octavo volumes.

Terms.—Five dollars a year, or one dollar and twenty-five cents per number.

Address CROSBY & NICHOLS, Publishers, 117 Washington street, Boston.

MOORE'S RURAL NEW-YORKER, the leading and largest-circulating Agricultural and Family Journal, published by D. D. T. Moore, Rochester, N. Y.

The *Rural New Yorker* has for a decade of years been known throughout the Union, the Canadas, etc., as the *best, cheapest and most popular* Agricultural, Horticultural, Literary and Family Newspaper, and no effort or expense will be spared to maintain its enviable reputation and standing as the most complete and useful Rural and Family Weekly on the continent.

It is always *loyal, practical, and progressive*, adapted to the wants of the Producing Classes, and a favorite in both town and country. Its departments embrace Agriculture, Horticulture, Rural Architecture, Domestic Economy, Ladies' Reading, Choice Miscellany, Education, General News, Market Reports, etc., including Numerous Illustrations, Tales, Sketches, Music, Poetry, Enigmas, Rebuses, etc. But in addition to this great variety, *The Rural* for 1864 will comprise a New and Important Feature—a department exclusively devoted to Sheep Husbandry, conducted by Henry S. Randall, LL.D., author of 'The Practical Shepherd' and other valuable works, who is conceded to be the best authority on the subject in this country.

Each number of the volume for 1864 will also comprise the most important Home and Foreign News, special attention being given to War News, Market Reports, etc. Indeed, the *Rural* will continue to embrace more Agricultural, Horticultural, Scientific, Educational, Literary and News Matter, interspersed with

appropriate Engravings, than any other journal — rendering it the most complete Agricultural, Literary and Family Newspaper in America.

Volume XV, for 1864, commencing in January, will be published in superior style — new type, good paper, etc., at least equal, in contents and appearance, to either of its predecessors.

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Richard Cobden's Dictionary.—In the recent correspondence between Mr. Cobden and the Editor of the London Times, the following passage occurs, in one of Mr. C.'s letters:

You will observe in the above passage from my speech taken from your own report, that I use the words “I do not want any agrarian outrages by which we should change all this”; and now we must appeal to the tribunal of the lexicographer. If you turn to *Webster's* (quarto) *Dictionary*, you will find the word ‘agrarian’ interpreted, on the authority of Burke, as follows:

“Relating to lands. Denoting or pertaining to an equal division of lands; as, the agrarian laws of Rome, which distributed the conquered and other public lands equally among all the citizens, limiting the quantity which each might enjoy.”

Again, in the same dictionary, the word ‘agrarianism’ is given as ‘an equal division of lands or property, or the principles of those who favor such a division’. Thus, in repudiating the agrarian system, I repudiated in pure and unquestionable English, according to Burke, the principles of those who favor an equal division of land, etc.

So it seems that our English cousins rely upon Webster, as a standard for definitions from which no appeal is thought of.

Volume X.

MARCH.

Number 3.

Educ P 168.3

THE

Illinois Teacher:

DEVOTED TO

Education, Science, and Free Schools.

S. A. BRIGGS, Editor, Chicago.
P. O. Box 6467.

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ILLINOIS TEACHER.

VOLUME X.

MARCH, 1864.

NUMBER 3.

PRESIDENT BATEMAN'S ADDRESS.

DELIVERED BEFORE THE STATE TEACHERS' ASSOCIATION, DECEMBER 29, 1863.

A DECADE has passed since the organization of this Association. Early in December, 1853, a circular was issued, signed by distinguished teachers, friends of education, and citizens, in different parts of the state, calling for an Educational Convention to assemble at Bloomington, on the 26th day of that month and year.

Pursuant to that call, a number of gentlemen met in that city, on the evening of Dec. 26th, 1853, and were addressed upon the general topics embraced in the circular by Mr. William Goodfellow, of Bloomington. The Convention was regularly organized on the following day, Dec. 27th, 1853, by the election of D. Brewster, of Kane county, for President, and W. Goodfellow, of McLean county, A. J. Sawyer, of Cook county, and C. F. Loop, of Will county, for Vice-Presidents. Two Secretaries were also appointed.

In that Convention originated all of those great educational measures which, in a single decade, have brought Illinois from a very subordinate position up to the front line of Western Commonwealths in respect to public education.

Those distinctive measures are —

A State Teachers' Association ;

Revision of the School Laws, and establishment of a system of Free Schools supported by taxation ;

An Educational Journal ;

A State Normal School ; and

The creation of the office of State Superintendent of Public Instruction, as a separate Department of the State Government.

That each and all of these objects did receive the special consideration of that body will appear from the following resolutions passed by

the Convention, and the discussion of which absorbed the interest and attention of the meeting to its close, viz :

1. *Resolved*, That a State Teachers' Institute should be organized by this Convention.
2. *Resolved*, That this Convention appoint a committee to memorialize the Legislature for the revision of the School Laws of Illinois, and to consider the propriety of levying taxes for school purposes, with a view to the ultimate establishment of Free Schools.
3. *Resolved*, That this Convention take measures to secure the establishment of a paper, or periodical, devoted to the interests of common-school education.
4. *Resolved*, That this Convention take measures to secure the establishment of a State Normal School.
5. *Resolved*, That a committee of this Convention be chosen to memorialize the Legislature of this state for the establishment of the office of Superintendent of Common Schools, and the appointment of a suitable person thereto.

From the first of the foregoing resolutions originated the large and powerful organization, the Tenth Anniversary of which has convened us here to-day: an organization that has done so much to shape and guide the educational policy of the state in the past, and that will, I doubt not, contribute much to the unity and effectiveness of that policy in the future.

So rapidly did the good seed sown by the second resolution spring up and bear fruit, that in a little over a year, viz., on the 15th of February, 1855, the first Free-School Law of Illinois, embracing all the essential features of the one now in force, received the approval of the Executive, and entered upon its beneficent mission.

The *Illinois Teacher*, whose birth was foreshadowed by the third resolution, has just completed its ninth volume, and enters upon its tenth, under the editorial control of a gentleman of marked ability as a teacher, scholar, and writer, with fresh vigor and the happiest auspices. I have many valuable books in the educational department of my little library; but I would sooner part with an equal number of any others than with the nine volumes of the *Teacher*. I believe it is due to truth to say that no other monthly educational journal contains more of thoughtful and instructive articles; more that all intelligent, progressive teachers ought to know. Its aggregate of volumes is a rich and varied storehouse of educational history, facts, experiences, essays, and disquisitions. If any teacher in Illinois (any one, I mean, who is deserving of a place in the profession, for those who do not read and think on educational subjects may 'keep school', but they are not teachers)—if any teacher in Illinois is without a set of those volumes, and is not a subscriber to the *Illinois Teacher*, I do most sincerely advise him to secure indemnity for the past by the purchase of a set, and security for the future by sending for the *Teacher*.

It is to the indomitable energy and determination of CHARLES E. HOVEY, then Superintendent of the Public Schools of Peoria, later Principal of the State Normal School, and more recently a Brigadier-General of Volunteers in the United States Army, that we are more indebted for the character, growth and establishment of our professional journal than to any other man.

The purpose embodied in the fourth resolution was never abandoned for a moment by the teachers of the state, till it culminated in complete success by the memorable act of February 18, 1857; and there, upon a magnificent prairie-slope, less than a mile from the room where that group of thoughtful and devoted men conceived, discussed, and in faith adopted that resolution, stands the material embodiment of their wisdom and faith and longing, in the lordliest normal-school edifice, and, I believe, upon the whole, the best Normal School, in the United States.

In conformity with the fifth resolution, a separate Department of Education was created, and Hon. N. W. Edwards was appointed the first State Superintendent of Public Instruction, by whom a Free-School Law was prepared and carried through the Legislature, which, in its main features, is in force to-day.

Thus are we indebted to the wisdom, forecast and labors of those earnest and good men, convened in the Methodist Church in the City of Bloomington, in the month of December, 1853, for the beginning of that vast and beneficent system of public education, with all its great auxiliary agencies, which now enriches and blesses the state.

It is true that the public mind had been turned in the same general direction by the previous Conventions, held successively at Granville, November 8th, 1851; at Springfield, June 8th, 1852; at Chicago, November 24th, 1852; and again at Springfield, January 4th, 1853. But the leading idea in each of those convocations was to found an institution for the advancement of the agricultural interests of the state; matters of a purely and broadly educational character did not fall within the province of their main design. It was, therefore, reserved for the Convention of Dec. 26th, 1853, to inaugurate the first direct and specific movement toward the establishment of our present system of Free Schools, with its distinctive adjuncts and agencies. They labored: we have entered into their labors. Honored be their names and memories.

Resuming the historical thread of the Association: The Convention appointed H. H. Lee, of Chicago, Professors Wilkins and Goodfellow, of Bloomington, Rev. H. Spalding, of Jacksonville, and C. F.

Loop, of Joliet, a Special Committee to organize a State Teachers' Institute.

The educational Convention having adjourned, the committee called together the teachers and friends of the proposed organization. The meeting was called to order by appointing Rev. William J. Rutledge Chairman, and Horace Spalding Secretary. A Constitution was read and adopted. Thereupon, Rev. W. Goodfellow, of Bloomington, was elected President; Rev. H. Spalding, Thomas Powell, and C. C. Bonney, were elected Vice-Presidents; Rev. D. Wilkins, Recording Secretary; H. O. Snow, H. L. Lewis, and C. W. Hawthorn, Corresponding Secretaries; Prof. C. W. Sears, Treasurer; Standing Committees were appointed; — and thus, on the 28th of December, 1853, ten years ago yesterday, this Association was organized, and at once assumed its place among the permanent and effective educational agencies of the state.

The first annual meeting was held in the City of Peoria, Dec. 26th, 1854. The two principal themes which absorbed the attention of the Association at this meeting were — 1st, The bill for a Free-School Law, which was presented in detail by Hon. N. W. Edwards, who had been appointed by the Governor to fill the newly-created office of Superintendent of Public Instruction until a regular election could be held; and, 2d, The plan, scope, and endowment, of a State Normal School. The substance of the conclusions reached by the Association at this meeting upon these vital questions is embodied in the following resolutions, viz:

1. *Resolved*, That this Institute concur and cordially coöperate with our State Superintendent of Public Instruction in the effort to establish a good system of common schools, and that we approve of the principle of supporting them by a direct *ad valorem* tax.

2. *Resolved*, That the arguments of the State Superintendent of Public Instruction, and past experience, concur in demonstrating the great utility and advantage, if not the absolute necessity, of Normal Schools, for the success and efficiency of the common schools.

Arrangements formerly begun were perfected at this meeting for the publication of an Educational Journal, to be called the *Illinois Teacher*, to be the organ of the Association, and of the Department of Public Instruction. The first number was issued in February, 1855.

Addresses were delivered by Dr. Cutter, of Massachusetts; Prof. Chas. Davies, of New York; and others.

An Act of Incorporation was obtained at the session of the Legislature immediately succeeding the first annual meeting. The act is dated Feb. 14th, 1855, incorporating the body under the name of the 'Illinois State Teachers' Institute'.

The second annual meeting was held in this city, *and in this hall*, Dec. 26th, 1855.

At this meeting the name of the society was changed from 'Illinois State Teachers' *Institute*' to the more appropriate appellation of 'Illinois State Teachers' *Association*', by which title it has ever since been known; and a committee was appointed to petition the next Legislature to engraft the new name in the act of incorporation, which was accordingly done.

At this meeting several important amendments to the Constitution were also considered and adopted.

As in the case of the meeting at Peoria, the principal interest of the friends of education assembled on this occasion centred in the two great correlative themes — Common Schools, and a State Normal School; but with this difference, that the Free-School Law was now a fact, having been passed at the preceding session of the Legislature, leaving only for present discussion the best methods of rendering its operation more smooth and effective.

But the absorbing questions 'Shall we have a Normal School?' and if so, 'Of what sort shall it be?' remained undetermined, and elicited increased interest and anxiety, from a growing sense of the necessity of such a school to supplement and strengthen the infant system of Free Schools, on the one hand, and the seemingly irreconcilable diversities of opinion as to what should be its scope and character on the other.

Those of my hearers who were present at that meeting will remember the stormy, almost tempestuous scenes that followed the address of Prof. Turner on the question 'What should be the character of a Normal School?' and the imminent danger that our cherished hopes would be wrecked in the tumultuous sea of conflicting opinions. But much light was, nevertheless, elicited, and the Association adjourned with better defined views, and a stronger faith that a good Normal-School Bill would not be refused by the next Legislature.

Among the addresses delivered at this meeting was one of signal ability and unanswerable logic, by Dr. Sturtevant, President of Illinois College, on the 'Utility of the Study of the Classics'.

The third annual meeting was held in Chicago, Dec. 22d, 1856. This was a very large and spirited anniversary. Many distinguished teachers and educational men from other states were present. The discussions took a wider range than at either of the preceding anniversaries, but a State Normal School was still the absorbing topic, and the leading provisions of the bill which soon after became a law were defined, considered, and adopted. The School Law also received a

large share of attention, and several highly important changes were recommended, among which was the substitution of the Township for the District System.

Addresses were delivered by Hon. Henry Barnard, of Connecticut; W. H. Wells, Esq., of Chicago; and others.

I see around me many who will remember the famous banquet at the Tremont House, with which this session closed; with what aptness, tact and grace it was presided over by the accomplished Superintendent of Schools of Chicago; its happy mingling of wit and wisdom, of friendly greeting and social cheer; how we blushed when a distinguished guest from the East declared that 'it was the finest body of teachers ever assembled at one time in the history of our country'; and how our hearts swelled with the blessed inspirations of the hour, as the whole company rose and sang, for a benediction, 'Auld Lang Syne'.

In less than two months after the close of this meeting, viz., Feb. 18th, 1857, the long hoped-for Normal-School Act was passed, and the struggles and labors of years were brought to a triumphant conclusion. It is due to the truth of history to state here that this beneficent result could not have been achieved at that time but for the able and unwavering support and parliamentary tact of the Hon. Calvin Goudy, Representative from Christian county, who was the earnest and persistent champion of the bill in the Lower House, and who saved it from defeat at the last moment by his watchful care and prompt sagacity.

No sooner was this great measure consummated than the attention of this body was directed to the necessity of County Institutes, in order to arouse the public mind and prepare the way for the State Normal School as soon as its doors should be opened for the admission of pupils. Accordingly, Simeon Wright, Esq., of Lee county, was chosen by the Association as State Agent to labor in this specific cause, which he did, with great fidelity and success, during the whole of the year 1858, contributing largely toward the formation of a healthier public sentiment in respect to the advantages of free schools, and of a professional training for teachers.

But the time is needed for the business before us, and I will not pursue further even this meagre sketch of the remaining anniversaries, but dismiss the subject with a bare enumeration of them.

They were held at the following times and places: 4th, at Decatur, Dec. 28th, 1857; 5th, at Galesburg, Dec. 28th, 1858; 6th, at Ottawa, Dec. 27th, 1859; 7th, at Quincy, Dec. 26th, 1860; 8th, at Bloom-

ington, Dec. 26th, 1861 ; 9th, at Rockford, Dec. 31st, 1862 ; 10th, at Springfield, Dec. 29th, 1863.

And so, a decade has passed, and we have met again to exchange congratulations in view of the great results achieved, and to consult how we may obtain still greater conquests in the future.

The programme for this meeting is crowded with living topics, and strong and good men have been assigned to discuss them. I trust the session will prove memorable for earnestness, directness, and unity. I trust that the discussion of every theme will be approached and conducted with a simple and sincere desire to know *the truth* — without pride of opinion, passion, or prejudice. Let the truth be glorified, though your cherished opinions, and mine, be laid in the dust.

He who with singleness of aim seeks to know what is right and true, whether in the domain of ethics, religion, education, or questions of state, can never feel the mortification of defeat ; for while he rejoices to find his own views confirmed by scrutiny, he is yet more joyous if, finding himself in error, he is kindly directed in the right way. Only bigots will not reason — only cowards dare not.

I trust that high and manly ground will be taken by this Association upon all questions involving their relations to the school and the state — their moral attitude as scholars, teachers, citizens, and men.

I am led, for a moment, to this line of remark from some of the topics which I see in the programme : ' What should be considered the necessary qualifications of teachers ? ' ' The American Scholar ' ; ' Character in a teacher better than attainments ' , etc.

Never were themes more timely or suggestive. Perhaps one of the greatest dangers in our profession is that of unduly magnifying the importance of mere scholarship ; of caring too much for the mint, anise and cummin of bookish punctilios and technicalities, while omitting the weightier matters of the law of our being, in its wider relations and obligations.

I yield to none in my sense of the absolute necessity of thorough scholarship in order to thorough teaching. It is the tendency to become *only* scholars and teachers that I would combat ; for it is *ourselves*, more than our formal teachings, that we impress upon our pupils. No ability in the class-room, no subtleties of erudition, no splendors of success in didactics, can compensate a school for the lack of the loftier intrinsic attributes of character in their teacher. There is often truth in the quaint paradox that ' the poorer of two schools is the better ' . For the effect of the one may be to dwarf and cripple every thing in the child but his brain ; while the tendency of the other may be to enlarge and bless and glorify the child *as a child*,

although the mere mental forces *as such* may not be so directly stimulated and disciplined. And which of these twain will outstrip the other in the manly race of life? which name will be greener in the memories of men when the life-race of both shall be ended?

Education is development. It *imparts* no new powers or faculties — it can impart none. It *presupposes* them. *Ex nihilo nihil*. A child can be educated because it has capabilities to be unfolded. The music-teacher does not create the ear or the vocal organs of his pupil — he *finds* them; God has been there before him! his humbler task is to find out *how* the Divine fingers have constructed that ear and those organs, and how he must reach and bring forth their treasures.

But men are not all brain, else they might as well leave their limbs and bodies at home (to the saving of boots and broadcloth), and roll about in asomatus freedom — a logical, but grotesque and hideous spectacle.

Other elements constitute the living, breathing, God-created child. He has heart, soul, spirit, enthusiasm, imagination, love, hate, passion, joy, sorrow, hope, ambition, aspiration, selfishness, benevolence, magnanimity, patriotism, glowing impulses, highs and depths and intensities of sympathy, emotion — all that enters into the intellectual, moral and social life of a human being. All these are impressed by our characteristics *as men*, not so much by our proficiency in science or our skill as teachers.

Every era in our eventful national history has had its particular lesson. The solemn lesson of to-day, fellow teachers, is *Patriotism — Fidelity to the Cause of the Country*. As teachers we have duties to perform in this awful crisis; duties scarcely less momentous than those which devolve upon our brethren in the field.

What are those duties? To mingle partisan politics with our teachings? *No!* To divert the public schools from the great ends for which they were established — the mental, moral and physical training of youth? *No!* To interlard the chaste dialect of the school-room with the deplorable political slang of the day? *No!* The terms Democrat and Republican, Copperhead and Abolitionist, in a partisan or opprobrious sense, must find no place in the nomenclature of the schools; to so use them, or permit their use, is a shame and a scandal. To denounce all who honestly differ from us in opinion upon questions of national policy as knaves and traitors? *No!* To abate one jot or tittle of our devotion to our prescribed and legitimate work as instructors of youth? *No!* — none of these.

But to let it be known and seen and read of all men, without dissimulation, that we are openly, unconditionally, and unchangeably, for

the maintenance of the Union of these states, and the supremacy of the Federal authority from lake to gulf, and from sea to sea : that we regard the Southern revolt as the most causeless and monstrous crime in all the annals of modern times—a crime characterized in its inception, purposes, and progress, by attributes of meanness, baseness, perfidy, and ingratitude, absolutely without a parallel in the pages of history ; as a deadly and premeditated blow against free government itself, and thus against the hopes of the world and the rights of man : that we regard the dogma of the constitutional right of secession as a damnable political heresy, undreamed of by the fathers, an atrocious solecism in government, worthy only of the subtle but malign brain of the great dark-souled South Carolinian whom Jackson coerced into submission for incipient treason in 1832, and whose baleful political descendants, guilty of the same crime on a larger scale, will, I devoutly hope and believe, be scourged and beaten into submission by Lincoln in 1864 : that to the utter destruction of this gigantic rebellion we are unalterably committed, and to this, with all the sincerity of our fathers, we are willing to pledge our lives, our fortunes, and our sacred honor.

Let it be known and seen and felt that we love and honor our brave soldiers in the field ; that we follow them with our benedictions and prayers in all their marches and battles ; that we hear of their victories with passionate thrills and tears of admiration and joy, of their reverses with sorrow and agony.

Let our attitude as teachers be that of open, manly, outspoken and uncompromising supporters of the government in its efforts to bring this awful war to a triumphant conclusion ; not because the present head of the Government happens to be the man of our individual choice, or otherwise, but simply because it is the Government, and through it, and by it, we must for the present be saved or lost.

But how are we to assume and maintain this attitude of honest and manly fidelity to the cause of the country ? As citizens, by the faithful performance of all our civil duties and the fearless exercise of all our civil rights and privileges, and throwing all our influence on the side of the country, at all times and under all circumstances. As teachers, by manifesting our sympathy and love for the loyal cause, and our hatred and detestation of treason, as opportunity occurs, whether incidentally or directly, and as the events of the school-room may suggest ; just as we would inculcate morality and virtue, and rebuke vice. If a teacher's *heart* is right on this question, it will not take the pupils long to find it out ; and *vice versa*.

In ordinary times, and on merely temporary and subordinate polit-

ical questions, it matters little whether a teacher's position is known or not; perhaps he may even take pains to conceal his opinions without a great deal of moral turpitude.

But in these times, and on this question, it is a shame and a disgrace for a teacher to be mealy-mouthed and non-committal. Every child in every school in the state should *know* that his teacher is loyal and true to his country, as well as he knows that teacher's name, or that he loves his own mother.

A teacher's face should crimson with shame at the thought that there could be a doubt on this point in the heart of a single scholar in his school. I would sooner my scholars should believe me an atheist or a thief than a secessionist or traitor. It is a more stinging reproach for a child not to know whether his teacher is unequivocally for or against this infernal rebellion than for it to be in doubt whether that teacher is for or against profanity, drunkenness, horse-stealing, or burglary.

Is it not mournful to see a truckling servility to a corrupt and debauched fraction of public sentiment, in times like these!—men selling their birthright as American citizens to gain or retain position, place, and pelf: strong men shuffling, evading, and dodging the tremendous issues of the hour, through fear of offending a school-board, of losing a school, a patron, or a dollar: men set to mould and shape the character of a whole generation of future citizens and freemen, and yet afraid of a senseless gibe, and trembling like cowards at an epithet.

No instinctive manly impulse, no clear and honest conviction, can be stifled and repressed through a wretched fear of bad men's opinions, or a sordid hope of reward, without a sacrifice of manhood that degrades and humiliates, and ultimately writes 'craven' on the very face. There is not a position in the educational world that is worth such a price as this.

Systems of public schools are established to maintain and perpetuate, not to destroy, the integrity of the body politic, both state and national. We, as teachers, are set to carry out these objects, and we are faithless to our trust if we fail to array the full strength of our influence against the treason that would destroy both. The flag of the country should wave over every school-house in the land, and no teacher should be permitted to cross the threshold who does not reverently love and honor that flag.

I hope that the loyalty of no teacher in Illinois can justly be challenged; but if otherwise, let him be compelled to take the oath of allegiance before receiving a certificate or being employed as a teacher.

Indeed, during the continuance of the rebellion, all teachers might with propriety be required to subscribe the oath of allegiance, as is actually the case in California. None but teachers of equivocal patriotism would object. The sneer 'let those swear whose loyalty is in doubt' is never uttered by men who are themselves above suspicion.

Persons of known disloyal practices should be ineligible to any position, either as teachers or officers, under the school-laws of the state, and not a dollar of the school-fund should be permitted by law to be paid for the support of schools in which the inculcation of rebellious sentiments is tolerated.

Never was there so fit a time as the present to instill into the minds of our youth the distinctive ideas of our American system of Government. Ours is the only government that was ever logically evolved from a foregoing principle: that principle is, the inherent, inalienable and indestructible rights of man, *as man*. Upon this rock the whole fabric of our governmental and social systems is raised; take it away, and the very cement of our structure is gone, and it falls in ruins. This principle, recognized by our fathers across the sea, carried by them to these shores, was formally and grandly embodied by the great Virginian in the Declaration of Independence, as the watchword of the Revolution; and despite all that may be said about its glittering generalities, despite all that may be done to check its progress or break its power, it is stamped with the divinity of sublime, spontaneous, universal truth, and it will yet prove the political stone, cut out of the mountain without hands, which shall roll on over thrones and dynasties and despotisms, till it fills the whole earth.

In all other governments the welfare of the individual is subordinate to the grandeur and glory of the state; in ours, the happiness and dignity of the individual man is the object — all else is subordinate. For this express end the government itself, with all its powers and functions, was created.

This is the great distinctive American idea. Despots fear it more than all our fleets and armies. Hatred and dread of it is the true and only key to all the crooked and malicious diplomacy of foreign powers during the present war. Regarding the success of the rebellion as tantamount to the death of free government, they watch for that consummation with secret but unutterable longings; and if dismemberment and ruin should overtake us, their shouts and jubilees would be worthy of the devil and all his angels. I repeat it, it is the *principle of free government* that is feared and hated by the whole conclave of old-world oligarchs and aristocrats; they care not a fig for any thing else connected with our struggle.

The hideous dogma of Stephens is in square and naked antagonism with the immortal maxims of Jefferson, and thus are the insurgent leaders leagued with the despots of the old world, in an infernal conspiracy against the rights and liberties of the people every where.

For myself, though conservative, constitutionally and from principle, I believe that in dealing with this rebellion radicalism is the only true conservatism. It will be in vain to lop off the branches of this deadly upas. The ax must be laid at the root of the foul tree, or it will sprout again to vex and poison generations to come.

They might have had peace and prosperity, but they chose war; and now let them have it, hotter and more deadly, by all the means that God and nature have given us, till they lay down their arms in unconditional submission.

No President of the United States ever stood by and enforced *all* the guaranties of the Constitution, including those in respect to slavery, with more scrupulous, conscientious and unbending fidelity than Abraham Lincoln would have done, from the beginning to the end of his administration, if the Southern States had behaved themselves and given him a chance. I know that these were his views and that this would have been his course on this subject as well as I know that he is President, for I have heard him say so, in different forms, a hundred times.

Hating slavery with a deep and changeless hatred, believing it to be in irrepressible conflict with the future greatness and glory of the country, he nevertheless not only recognized its legal existence, but acquiesced in the fact that it was beyond the reach of the Federal arm to molest or destroy, and was even entitled to the protection of that arm when imperiled by domestic insurrection.

But no, they would not trust their sacred institution to the honor and to the oath of the President, but must thrust the vile thing, for safe keeping, under their rotten confederacy, as the 'corner-stone' thereof, and forthwith lighted the flames of parricidal war in its defense. Have they made, or lost, by that operation? The corner-stone proved the most miserably unreliable of all geological formations that could possibly have been chosen for the purpose. The storms of war and the winds of the North had no sooner begun to blow and beat upon it than the process of *disintegration* began, and that process has been going on ever since with accelerated rapidity, especially since the tremendous blow dealt it by the maul of the rail-splitter one year ago. But the most astonishing fact about the disintegration of this famous stone is that the liberated particles, by some unaccountable law of atomic attraction, *invariably gravitate toward the North!*

It is supposed by some that this phenomenon is caused by a sort of ferruginous polarity imparted by the proximity of Federal cannon.

It is unquestionably within the truth to say that they have lost more slaves per day, for each and every day since the ill-starred hour they trained their guns on Sumter to the present, than from all other causes combined since the adoption of the Constitution; and all this from their own insanity and folly, their blasphemous attempt to reverse the oracles of the living God, and found an empire on a lie.

If all the abolitionists and fanatics in Christendom had met in a world's convention to devise means for the speediest overthrow of American slavery, the boldest and the wisest scheme which they could have contrived would have been folly itself compared with the one actually adopted by the knaves themselves. He that does not read the wisdom, see the lightning, and hear the thunder of the eternal God in these transactions must be an atheist indeed.

I have ever believed that so long as slave states remained faithful to their solemn obligations and covenants as constituent members of the great Federal Union, neither Congress nor the Executive could interfere with their peculiar institution, either directly or indirectly; nor have I ever questioned the constitutionality of a fugitive-slave law. And I will add again that I know that these were the opinions of Mr. Lincoln, for I have heard him express them time and again. But I also believe in the right of this Republic *to live*, and to crush the assassins who are aiming at her heart; and if the only way to do this is to beat them to death with fragments of their own corner-stone, I have no earthly doubt of the President's right to hammer away.

Having invoked the sword and forced the Government from its ordinary functions into the fiery orbit of the war power, let the energies of that power be put forth in all their terrible strength; and if the '*institution*', or the '*corner-stone*', or the '*sum of all villainies*', or by whatever other name the accursed thing is known, is dashed to pieces and ground to powder in the encounter, all I have to say is, God be praised, and let all the people say Amen!

I believe that Jeff. Davis ought to be hanged on a gallows as much higher than Haman's as his crime is greater; and he is in a fair way to meet that doom at an early day, unless, like a coward, he flies the country he has tried to ruin, or else, stung by remorse, imitates Judas Iscariot, the only villain who ever lived that would not be disgraced by a comparison with him.

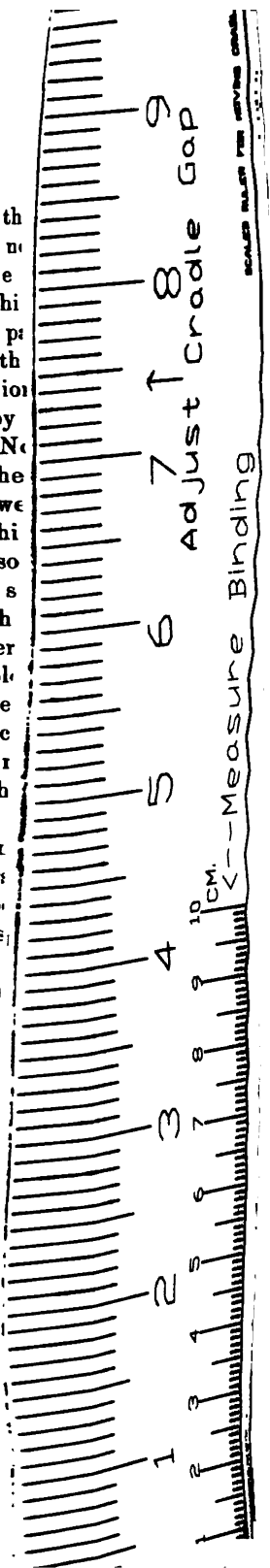
Do I then include the whole southern people in these anathemas, and invoke for them the swift and fiery vengeance of the outraged majesty of the Republic? By no means. I make no charges against

the *people* of the South. They did not inaugurate th were not consulted by the real conspirators; they did n would never have consented to the disruption of the would have remained true to the country and flag to thi the devilish ambition and infernal machinations of a p of aristocrats and slaveholders, and the great mass of th turn to their allegiance to-day, if the eagles of the Union and protect them, as they have done and are doing, by sands, in Arkansas, Texas, Louisiana, Tennessee, and N It is a lie, and a libel upon the truth of history and the the masses of the Southern people, to affirm that they we with the Federal Union and desired the overthrow of thi They were forced into secession and dragged into treaso the false assurances and base and damnable arts of a s treacherous and miscreant junto of the lords of the lash

So far from this giant conspiracy against the gover been plotted or consented to, in the outset, by the people but a meagre fraction even of the slaveholders counsele it. I firmly believe that *less than a hundred* stout c used in the spring of 1861 would have strangled the r birth, and sent thrills of joy to the people of the South North.

That vast numbers of southern men were subsequer the virus of secession with which the arch-conspirators the body politic, and are now fighting with hearty go the government, is very true; but the moral respons crime does not lie at their door. In my soul I pity a the *people* of the South; and while those of them who a expect to be held as 'enemies in war', I long for the ing been vanquished and disarmed, they shall retur giance and be received and accepted as 'in peace, frie

I have said that ingratitude and meanness charact duct of the insurgent leaders. You will challenge hi a parallel. Not a prominent man in the whole aposte nursed in the lap of the Republic, petted and pamper and trusted; sitting in her senate and eating her brea her murder; learning from her lips the science of are now using to compass her destruction; going fr to the midnight conclaves of their confederate par treason beneath the very dome of her Capitol; violat betraying the most sacred trusts, perjuring their souls government property that they could lay their hands



ir character as traitors is their preëminence as thieves), and when y could lie and cheat and deceive and perjure and steal and plunder more, making off with their booty to wage war on the government! d all this from the very pink of the chivalry!—the Davises, and yds, and Masons, and Benjamins, and Slidells, and Wigfalls, and eckinridges, the Lees, and Beauregards, and Johnstons, and Braggs d Hardees of the southern aristocracy.

And yet, while the insurgent hosts are being led to battle, and our untry is being torn to pieces by such shameless ingrates and bandits these, we must hold our tongues and be very delicate and cautious, at we offend the prejudices of the Northern friends of these precious oundrels who have sworn to destroy the Union! Fellow teachers, for one, won't do it.

And men have been found during all these months and years of gony and peril, are still found, who gloat over all this woe, rejoice every success of the rebel arms, magnify every error or supposed rror of the government, and mock at the almost dying groans of he republic. Journals there are whose columns will be searched in ain for one line of love and cheer for the loyal cause, or one word of reproach for the banded parricides who have drenched the land in blood; but which go forth daily on their accursed mission, reeking with political poison and hissing the foulest treason. Teachers, too, here are, who, with pitiable and appalling pusillanimity, dare not tell their pupils that next in sacredness to the love of God is love of country, and that treason to their government is second only in guilt and infamy to treason to their Maker; nay, whose own position is so contemptibly equivocal and cowardly that even acquaintances and friends know not with certainty on which side of the dividing line between patriots and traitors to class them. Did the sun ever before look down upon a sight so amazing, so incredible, so disgusting and so sad as this? That here in these loyal states, in this dark and terrible hour, apostate thousands should be found who see nothing sublime in all this mighty struggle of a great nation for existence, nothing worth contending for in the principles of free government, nothing to give thanks for in the approaching doom of the grim demon slavery, and the breaking light of the millennial day of universal liberty, nothing inspiring in the visions of glory which flash through the opening vistas of the war-cloud, revealing a future fairer and grander than the dreams of our sires; who see nothing of all this, but who move amid and gaze upon these scenes of matchless grandeur with scowling looks, and carping, sneering, lying tongues, and traitor hearts, intent only, like moral buzzards, upon gathering here and

there choice bits of carrion, the rottener the better, upon which to gorge and batten, and wherewith to pelt the government whose magnanimity lets them live and lie and rave !

JUSTICE is the only enduring safeguard of national life, and strength, and glory. It is the immutable foundation of God's throne, and the keystone in the arch of his moral universe. I know that slavery will die, because I know that it is unjust. I believe that it will die soon, because I believe that this government intends now to be just to the millions who are in bondage, and at the same time not unjust to those to whom they are in bondage. 'Injustice' is the epitaph inscribed upon the gravestones of all the dead empires which strew the dreary waste of ages, and, if we perish, none other will be inscribed upon ours. All Christendom waits to see if this nation, in this crisis of its destiny, will dare to be just. God is speaking to us as palpably as if the trump of an archangel were sounding through the heavens. He is scourging us as visibly as if the red bolts of his wrath were leaping from the skies; and if we do not hear and regard his terrible voice, he will destroy us with a deeper perdition than ever befell any other people—for God loves justice more than he loves the American Union. Stretch forth, then, the rod of Universal Liberty across the sea on whose fearful shores the nation stands to-day, and, as God is just, its red waves will part to the right and left, and the republic, with resplendent banners, shall move in majesty and triumph to the promised land.

It is vain to raise nice questions about the checks and balances of federal power, in an hour like this. The government is a living fact, not an abstraction. By the sharp knife of primal necessity we must cut the Gordian knot that entangles us. In the fires of a burning country we must consume the cobweb subtleties of timid politicians. By the light that gleams upon the text from the torch of traitors must we read and interpret the Constitution. No man venerates that wonderful instrument more than I do; but it was made to save the country, not to prevent its salvation. Truly and fairly interpreted, it will save the country; it is broad enough and flexible enough and strong enough to do it. It can not be unconstitutional to save the country and the Constitution itself. Exigencies have arisen never dreamed of by the fathers. There must be discretion in circumstances so changed. We can not be nailed like Prometheus to the cold rock of precedents, in helpless impotency, while the vultures of treason are screaming around us. As well might Noah in his voyage over Alps and Andes have tried to steer by ante-diluvian sailing-

charts, as we to take the national ship through this storm by searching the annotations of learned expositors.

Shall perjured traitors defy and spit upon the Constitution and then claim its protection? Is the Constitution good for saving rebels, but powerless to save the Republic? Will a captain refuse to throw overboard his cargo to save his vessel, wallowing in the troughs of the sea; or to cut loose the craft he is towing, in order to escape the pirate with black flag displayed and skull and cross-bones at her mast-head; or to put into a safe harbor to avoid the fury of the rising tempest;—all because those things are not put down in his sailing-orders?

Teachers, friends, the dear ship of state, with all her precious freight of blessings to us and to our children, is in the furrows of the sea. In her wake is a long, sluggish, unwieldy craft, laden with iniquity heavy as lead, which she has been laboriously towing for a hundred weary years. A black pirate, more savage than any corsair that ever prowled the sea, has been upon her track for a century. She is flying before a tempest fiercer than ever scared the ancient mariner. What shall we do? Oh, shall we not, with heroic faith in God, lighten the ship, cast loose the tow, sink the pirate, and find refuge and blessing in the safe harbor of Liberty and Justice?

SCHOOL EXERCISES.

THE MOSELEY MARCH.

THIS new march is arranged for a division of eight rows of pupils, but, excepting the first movement, it may be readily adapted to any less number. For the first movement the school must be formed into four or eight rows. If this is impracticable, every two rows may march once around the row of desks between them as an introductory. Thus 1 would follow 16, and 9 would follow 8, once around to place. The movements are directed by the tap of the bell, the pupils singing or humming *Marching Along*, *Hail Columbia*, the *Java March*, or something similar, accompanied, if possible, by the piano or melodeon.

1. Position preparatory to rising.
2. Turn to the right.
3. Rise, every alternate row facing about.

The division will then present this appearance, the position of the figures indicating the way the pupils face:

A				D			
1	16	21	32	33	48	67	64
2	15	21	31	46	47	09	63
3	14	61	30	98	46	19	62
4	13	02	29	98	45	29	61
5	12	12	28	28	44	89	60
6	11	22	27	88	43	49	59
7	10	82	26	68	42	99	58
8	9	72	25	07	41	99	57
B				C			

1st Movement. Starting off at the sound of the bell,—

Row headed by 1	follows 32;	row headed by 33	follows 64;
9	" 8;	41	" 40;
17	" 16;	49	" 48;
25	" 24;	57	" 56;

all marching through the aisles back to place.

2d Movement. Again starting, 1 passes from A to D, and then to C, and B, passing outside the desks, the rest winding in and out the aisles, in the same order as in the first movement, except that 33 follows 32, forming finally a hollow square around the desks.

When the square is completed the pupils should stand thus:

A	52	51	50	49	48	47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	D
53																					32
54																					31
55																					30
56																					29
57																					28
58																					27
59																					26
60																					25
61																					24
62																					23
63																					22
64																					21
B	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	C

Marching once and one-fourth around the room, the pupils, with hands upon their hips, may vary the usual step thus:

1. Walk on toes;
2. On heels;
3. On right toe and left heel, with a springing motion;
4. On left toe and right heel, with a springing motion;
5. Knees stiff;
6. Knees much bent;
7. Toes out;
8. Toes in.

3d Movement. 1 should now be near A on the line AD, and 32

near C on the line BC. Continuing the march, 1 enters aisle 3 where 32 stood when the march commenced, and passes down, taking quite long steps, as it is necessary to gain a quarter-round; 33 enters aisle 4, where 40 stood at first, and passes up, taking quite short steps. Two hollow squares, each half as large as the first, will be formed thus:

23	22	21	20	19	18	17	55	54	53	52	51	50	49
24						16	56						48
25						15	57						47
26						14	58						46
27						13	59						45
28						12	60						44
29						11	61						43
30						10	62						42
31						9	63						41
32						8	64						40
1	2	3	4	5	6	7	33	34	35	36	37	38	39

Passing about once around,—

Row headed by 1 stops at place; row headed by 9 passes up aisle 2, and down aisle 1 to place; row headed by 17 passes up aisle 2 to place; row headed by 25 stops in aisle 3 at place; row headed by 32 stops in aisle 4 at place; row headed by 41 passes down 7, up 6, and down 5 to place; row headed by 49 passes down 7, and up 6 to place; row headed by 64 passes down 7 to place.

SINGING IN SCHOOLS.

It is interesting and instructive to see how differently the common branches of school instruction are valued in different countries, and how they came to be regarded as they are now. In Germany and Switzerland, for instance, the common schools were created by the reformation. Liberal clergymen assembled the younger portion of their congregations once or twice a week to instruct the people in the doctrines of liberal Christianity, to teach them Luther's or Calvin's catechism and such hymns and tunes as had been composed by the reformers. In order to enable the people to read the Bible for themselves, instruction in reading became soon a necessary branch of these meetings. In large parishes, the man who acted as cantor and sexton was em-

ployed as assistant-teacher, who for an hour or two each day would assemble some youngsters in his workshop or dwelling-room to give them some instruction. These meetings were kept up even through the thirty-years war, with the difference that the instruction in reading, singing, and the catechism, had passed entirely into the hands of men who were mostly mechanics, and at the same time church-sextons and schoolmasters. In almost every place were some parents who wished to secure to their children some instruction in writing or arithmetic. They made arrangements with the sexton, and paid him weekly or monthly a remuneration for his extra trouble. This custom had become so universal that, about 1740, Frederic the Great began to require of *all* the schoolmasters in Prussia to teach these extra branches, for which he in return warranted them the same pay as school-money which hitherto had been paid voluntarily. Subsequent improvements have not altered the original plan materially, and consequently in all the common schools in Germany the branches already mentioned consume most, in many cases all, the school-time.

The schools for the young in England were originally entirely, and are now to some extent, church institutions, where reciting the catechism, reading the Gospel, singing chants, psalm-tunes, and the multiplication-table, take up a considerable portion of the time. Writing is taught after the pupils have progressed considerably in reading and arithmetic, while History and Geography receive whatever time can well be spared.

The public schools of America were opened two hundred years ago, with the view of making instruction accessible to all. This idea has since expanded in every direction: within the last thirty years liberal appropriations have been made by Congress, states, and townships, and our common schools of to-day stand unrivaled before the world. Their inward and outward growth is astonishing. The branches taught are mainly practical. The so-called three Rs with grammar and geography have thus far furnished the mental food. Instruction in the various branches of religion was left to the church, and singing, which takes so strong a hold upon the affections, has never had its due place in the school-room. This latter fact has been explained in various ways. The stern necessities which the Puritan forefathers had to meet developed in their character more an iron will and set opinions than the milder affections of the heart, and little inclination was therefore felt by them to be influenced by the gentle power of music. Again, the stern religious convictions of the Puritans closed to them many sources of excellent and genuine music. The so-called 'worldly' songs of the opera, the camp, or the fireside, were not stern

enough; and the thought of admitting knowingly into their temples an air taken from the Roman Catholics or the Episcopal church never entered their minds. The number of sacred tunes within the first fifty years after the landing at Plymouth Rock was limited to ten or twelve—mostly common metre.

The consequences of such neglect are plainly visible. Italy, France, Germany, and England, have distinct operas; they have created and maintained separate schools of music; their conservatories of music are centres around which clusters all eminent musical talent in the nation. Large associations gather thousands of singers and instrumental performers annually, to produce the master works of eminent composers; and the sacred music in church, the classical music in the concert-hall, as well as the social music in the parlor, are all alike benefited by these festivals. Love of music is favored in Italy by the genial climate; but in cold Germany it has been developed and strengthened by the fact that every head-teacher of a public school is as such almost invariably the organist and cantor of a church, and as such desirous of drawing out in school all the talent which can be found for his choir.

It might be said that our land is a new country, where the necessities of life are first to be sought. This is true of the extreme Western States, but not of the rest. Sciences and the fine arts have had a fair chance to be developed in the older states. It would lead us too far to show the causes why music has remained rather behindhand. Let us look for a moment at the present state of things. The history of American church-music furnishes a woeful succession of failures: voluntary or hired choirs and congregational singing succeed each other in rotation according to the will of committee-men, who are in many cases unable to understand the importance of sacred music. We can count our sacred tune-books by scores, our tunes by the thousands; and one-half of these are productions below par, while the gems have been borrowed from operas, oratorios, glees, or strains taken from instrumental music of other nations. We have no national sacred music like the English or Germans. We have as a nation but few patriotic songs, and the air of some of them has been borrowed from across the Atlantic. Social songs and glees we have in such abundance, as sheet-music or in collections, that few take the pains to remember any; and if a singer is asked to favor the company with a song, then the demand can not be granted, because *she has not her music with her*. The perverted taste of many regards novelty, not real value, as the criterion. Our collections of songs for public and Sunday schools suffer under the same evil: they abound in quantity,

while they lack woefully in sterling quality. The gauge by which singers in concerts are judged is too frequently that of a rapid execution of difficult passages, even if these should be void of genial meaning.

How can a better state of things be produced? is the question which has employed some of the finest and most devoted musicians in this country. Without denying the efficacy or necessary coöperation of other means, we will propose a sure and speedy way: *Let the school take hold of singing.*

To speak of vocal music as an excellent means to display the various faculties of the child, and to strengthen the heart as well as the head; as an efficient aid in school-discipline; as an indissoluble cement which will tie the home, the church and the street to the school in furnishing appropriate songs,—seems hardly necessary, because others have done it so well that little more can be said. Will the school take hold of this advantage? “Yes,” say the school-boards of Boston, New York, Philadelphia, Cincinnati, Chicago, and other cities, “for we have made singing a regular branch of school-instruction.” “Yes,” say thousands of teachers of New England, “for we have sung with our pupils, although not at the command, yet with the permission, of our superiors.” “Yes,” say the majority of normal schools in our country, “for we have begun to give some instruction in vocal music, and we hope soon to do more.” “Yes,” says the well-pleased community, “provided it can be done without too great an increase of taxation.” “Yes,” say the teachers as a body.

The following resolutions were passed unanimously at the last meeting of the National Teachers’ Convention, held in Chicago last August:

Whereas, The power of music over the human soul has been proved beyond question, both by reason and experience; and whereas singing is the simplest as well as the most popular and effective kind of music; therefore,

Resolved, That singing should be taught to some extent in every public school, and that public teachers, by whom in most cases this branch of instruction will be cultivated, should cultivate their musical faculties as much as circumstances will permit.

Resolved, That the publication of a suitable collection for teachers, containing songs of a professional, social, patriotic and religious character, would supply an acknowledged want and be likely to meet with favor.

And again in the Illinois State Teachers’ Convention, held last December in Springfield, the teachers voted unanimously as follows:

Whereas, Music draws out and develops man’s noblest faculties, exerting a great influence upon mind and character; and

Whereas, Singing is the most effective and popular branch of music; therefore,

Resolved, That Vocal Music should be taught in all our schools on an equal footing with the other branches of education.

Other similar resolutions from the Eastern and Middle States might be quoted, were it necessary.

In order to carry out these ideas, two things must necessarily be done by us teachers. Every one who likes music carries the capacity for it with him. By making some efforts, almost every teacher can enable himself, by advice, encouragement, or example, to make singing more popular in his school and town. Let this be done. In the second place, there should be more singing at teachers' conventions, where male and female voices can blend in four-part songs. The main reason why this has not been done more frequently has been the acknowledged want of a collection of songs suited for this purpose. The writer has been present in many gatherings of teachers who were singers, but could not sing by heart more than three or four songs. A trial has been made to gather such songs as might be suitable for such occasions, and Root & Cady, of Chicago, have published the collection, containing nineteen four-part songs of a religious, patriotic, social and professional character. While this little book is not as glare as might be desired, it contains all that could be found appropriate. Arrangements have been made with the publishers for additions as soon as they can be had. Teachers will confer a favor upon the enterprise by examining these *Teachers' Songs*, using them in their professional meetings, and sending to George F. Root, or the undersigned, good original poetry, with or without music.

CHICAGO.

CHARLES ANSORGE.

A W A K E N I N G M I N D .

Delightful task! to rear the tender thought,
To teach the young ideas how to shoot. THOMSON.

THERE is a routine, a mechanical daily repetition, in all schools: the most unwearied enterprise can not avoid it. Pieces not in the bills, however, are often performed at concerts: so an odd feature may occasionally be introduced into the regular programme of recitation to vary its monotony.

How the eye of the dullest pupil brightens as the teacher steps aside from the beaten track of ordinary study and presents some new thought, some novel method, to his brain! He is wide awake, and every faculty is called into action. Page's 'Ear of corn' is a familiar illustration of our idea. Other plans may be employed with equal

success. For instance: let two questions be given at the close of school on one day, to be answered at the same time on the next. At the beginning of this movement, the teacher himself will probably be obliged to furnish the queries; but as soon as the scholars become familiar with the operation, interrogatories will pour in with amusing rapidity. The supply will exceed the demand. Here are a few questions selected from a list of several hundred proposed in my own school:

1. How many words in English language?
2. Who wrote *From Greenland's Icy Mountains*?
3. Where is largest library in world?
4. What state most miles of railroad?
5. Campbell's longest poem?
6. America's greatest song-writer?

As soon as the ambitious boy or girl reaches home after hearing two such queries, without delay, father or mother, book or newspaper, will be consulted to obtain the required information; the entire domestic circle will be resolved into a committee of research. Through the various families the teacher may thus awaken a whole neighborhood, and excite an intellectual revival that shall reach the aged grandsire himself.

Some care should be used in the choice of these questions. None should be given simply to puzzle; but such as involve interesting or useful knowledge. Items of history, geography, travels, biography, literature, will be found always appropriate and entertaining.

W. W. D.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

METHOD OF RECITATION.—To the pupil the time of recitation is of more importance than any other. Then he brings forward the troubles that have vexed him in his preparatory study, and presents them to the class and the teacher for explanation. A principle is not understood, a rule is to be explained, or an additional illustration is needed to bring out an already half-formed and confused idea of the subject of the lesson. Unless these obstacles are judiciously removed, the time is not only lost, but worse than lost; for, in stead of

receiving instruction, the class falls into the habit of listlessness and superficial thought, where there should be activity and thorough investigation.

The object of an exercise should be, not the mere accumulation of a required amount of knowledge, or the mastery of certain principles, but also the correct training of the pupils' habits of mind, which are here revealed with their blemishes and deficiencies. But more than this: their mental activity is to be shaped and to receive its direction. At no time is the teacher so emphatically an active power upon his class. His mind is brought in contact with their minds, and unconsciously he impresses upon them his system and method of thought. The motto 'As is the teacher so is the school' applies with no less force to the mind than to the morals and habits.

An essential condition to a good recitation, then, is a thorough mastery of the subject by the teacher, and a readiness, as well as ability, to explain and illustrate it so as to bring it to the comprehension of the class. No person can impart to another a knowledge of a subject which he himself does not understand, and a teacher ought not to take the time of the class to prepare himself upon the lesson or to present any of his own indistinct ideas to discourage them.

But suppose this condition fulfilled, and a class presented for recitation. It is necessary first to be satisfied that they understand the subject of the lesson and the principles involved. Frequently the former object may be secured and assistance rendered in the latter by a familiar illustration. Tell them, for instance, that interest is of the nature of rent for a house, or hire for a horse and carriage, and that, in stead of being computed at a given price per day or month, the borrower pays for the use of the money, each year, a sum equal to a certain per cent., or so many hundredths of the money used, and the class may be assisted to perceive the object of the rule and the method of its application. If only a particular part of the subject or process is not mastered, time may be spent with that step alone till it is made clear. When the obstacles in the way are located, proceed at once to remove them, and work at them till they disappear, and strengthen the class to remove them themselves, without stopping to approach them every time by going over the previous part of the course.

The principles of a subject or rule mastered, next follows its application, which should test the thoroughness of the class and occupy most of the time. In this methods differ widely. Each has its merits, and is better adapted to certain circumstances than the rest. It is well not to be confined to any particular one, but to resort to others at times. Whatever may be the method, *attention* is an essential feature of all

good class-exercises. By this we mean an active, *thinking* attention, which calls for much the same effort from the listener as from the speaker, whether it is teacher or pupil, and not a listless, passive turning of the countenance, while the thought, if there is any, is upon something beside the subject under consideration. It is also desirable that the recitation should be a *working* one, that is, that the most labor possible should be accomplished and the greatest progress made in the given time.

To facilitate this, it is well for each pupil to come to the exercise with the solution of all examples, whether correct or not, preserved on slate or paper. Let attention be called to the examples in order, and the mistakes discovered and explained, if they are in method, but if in process, passed by. If any errors in computation are found, they show simply a lack of care, and time need not be taken to rectify them. Explanations necessary to clear up all difficulties of any of their number will generally be furnished by the class themselves.

A portion of each recitation can be very profitably employed in working examples given at the time, in application of the rule. The same example should be given to the whole class. These the teacher can readily frame, adapting them to the wants of his pupils. A full comprehension of a principle, or the solution of an example which the pupil has time to study upon, is not sufficient. If a lady buys material for a dress, or a farmer sells a load of produce, and they are unable to compute the value *at the time*, their knowledge is of secondary merit. What the scholar knows should be made practical; and for this purpose we consider the presentation of such examples as those referred to of great importance, regarding their solution as the test of scholarship, and letting the results determine largely the standing on the class-book.

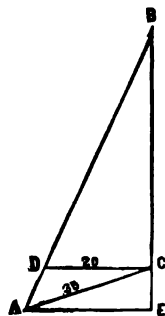
It will be seen that no reference has been made to the black-board. Something may be said of its use in our next.

SOLUTIONS.—62 (*Sept.* 1863). $\sqrt[3]{\frac{x}{2} + 19\frac{1}{2}} = \frac{x}{5} \dots [1].$

Cubing [1], $\frac{x}{2} + 19\frac{1}{2} = \frac{x^3}{125} \dots [2]$; clearing of fractions, $2x^3 - 125x = 4875 \dots [3]$; multiplying [3] by $2x$, and completing the square by adding $900x^2 + \left(\frac{650}{4}\right)^2$ to both members, $4x^4 + 650x^2 + \left(\frac{650}{4}\right)^2 = 900x^2 + 9750x + \left(\frac{650}{4}\right)^2$; extracting square root, $2x^2 + \frac{650}{4} = 30x + \frac{650}{4}$; dropping $\frac{650}{4}$ from both members, and dividing by x , $2x = 30$: whence $x = 15$, *Ans.*

M. J. V.

71. Let BC, in the figure, denote the part of the tree left standing after it was broken, and AB the broken part. CD will then denote the horizontal distance from the foot of the tree to the broken piece, and AC the distance down the hill where the top of the tree struck. Draw AE, parallel to CD, and produce BC till it meets AE in the point E. We then have two right-angled triangles with a common angle B.



Let $x=BC$, $y=AE$, $z=CE$, and $150-x=AB$. Then $y^2+z^2=35^2$...[1]; $x:20::x+z:y$...[2]; and $(150-x)^2=(x+z)^2+y^2$...[3]. From [1] we have

$$y^2=35^2-z^2$$
...[4]; from [2] we have $y=20\left(\frac{x+z}{x}\right)$

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Substituting [4] in [3], $z=\frac{21275-300x}{2x}$...[5]. Substituting [6] in [5], we have $y=20\left(\frac{2x^2+21275-300x}{2x^2}\right)$...[6]. Substituting [6] and [7] in [1], $\left(20\left(\frac{2x^2+21275-300x}{2x^2}\right)\right)^2 + \left(\frac{21275-300x}{2x}\right)^2 = 35^2$: whence $3468x^4-529800x^3+20906625x^2-204240000x+7242010000=0$. Resolving this biquadratic equation by Horner's method, we find the value of x to be 61.81327+ feet, *Ans.*

73. O. S. W. sends us the following mental algebraic solution :

The price per acre lacks 1qr. of being 20£, or it is $20£-\frac{1}{8}\text{£}$. So the number of acres is $20-\frac{1}{8}$. The product of these two quantities is $400£-\frac{1}{4}\text{£}+(\frac{1}{8})^2\text{£}$. $\frac{1}{4}\text{£}=10\text{d}$. $(\frac{1}{8})^2\text{£}=\frac{1}{64}\text{far}$. Uniting the three, we have $400£-10\text{d}+\frac{1}{64}\text{far}$, or, 399£ 19s. 2d. $\frac{1}{64}\text{far}$, *Ans.*

Will not some one send a mental arithmetical solution?

74. If 3 boys eat the melon, each one will eat $\frac{1}{3}$ of it. If the first owns $\frac{1}{4}$ and eats $\frac{1}{3}$, he sells $\frac{1}{4}-\frac{1}{3}$ of the melon, $=\frac{1}{12}$; and if the second owns $\frac{1}{4}$ and eats $\frac{1}{3}$, he sells $\frac{1}{4}-\frac{1}{3}$ of the melon, $=\frac{1}{12}$; and as both sell $\frac{1}{12}$, the first will sell $\frac{1}{12}$ of the amount sold, and is entitled to $\frac{1}{12}$ of the shilling, and the second sells $\frac{1}{12}$ of the amount sold, and therefore is entitled to $\frac{1}{12}$ of the shilling.

J. HAY.

Solved also by T. Kavanaugh and J. Johnson, Third-Ward School, Springfield.

Solutions were received as follows, too late for insertion last month: 68. R. Downs, G. B. Nay. 69. E. Manierre, Moseley School; Pupillus; and an algebraical solution from J. J. C., Nilwood School. 70. E. Manierre.

Correspondents will please send their names as well as initials.

PROBLEMS.—78. Given $x+x^{\frac{1}{2}}=\frac{y^2+y+2}{x^{\frac{1}{2}}}+4$, $y(1-x)=y(y+4)$, to find the values of x and y . M. J. V.

79. Sold $\frac{1}{2}$ a piece of cloth for the cost of $\frac{2}{3}$ the same, and afterward sold $\frac{1}{3}$ the remainder for $\frac{1}{2}$ what I sold the first for, and finally sold the remainder at cost. What did I gain per cent.?

A. L.

80. A walk, of the uniform breadth of 2 rods, surrounding a public square, contains just 1 acre. What is the side of the inclosed square?

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
 Springfield, IL., February 22, 1864. }

TAX ON SCHEDULES.

MR. BROOKS: Can you instruct us intelligibly on the subject of the stamp-law, as applied to schedules? Some say no stamp is required; others say *one* stamp of *ten cents* is required; others think *two* stamps of *five cents* each are required; and still others say that a schedule must have three stamps. Please inform us whether a schedule requires to be stamped, and if so, how many stamps are to be used, and of what denomination, and how applied?

The instructions already issued from this Department upon the subject of stamping schedules we thought to be plain and intelligible. In the April (1863) number of the *Teacher*, the following specific instructions were given for the guidance of directors and teachers in perfecting schedules passing under their hands:

Does a Schedule require a Stamp? — Teachers' Schedules must be twice stamped. A schedule is a complex instrument, parts of which are taxable, and a part un-taxable. The schedule proper (which is simply a statistical journal of the school) requires no stamp. The certificates, without which the schedule can not be legally accredited, must each be stamped. I make no account of the order attached to the schedule, as that is not recognized in the legal form prescribed in Sec. 53, and hence constitutes no part of the legal schedule. Whether it be best to attach the order to the schedule by printing or writing it upon the back of the instrument is a question involving considerations of convenience only, and may be left to directors.

Who Stamps the Schedules? — According to the instructions given to teachers in my Circular of February, schedules required but a single stamp of ten cents each, to be fixed upon the instrument by the teacher. But by the recent changes in the stamp law, resulting from the decisions of the Commissioner of Internal Revenue (which decisions have been embodied in the published amendments to the original law), a schedule now requires two stamps in stead of one, said stamps to be affixed to the *certificates* contained in the schedule. Originally miscellaneous certificates required each a stamp of ten cents; but the tax on such papers has been reduced one-half, so that while the tax upon the schedule is still ten cents,

as at first, the instrument now requires two stamps; the first (five cents) being affixed by the teacher to his certificate, and the second (five cents) by the directors to their certificate.

Are Orders to be Stamped? — Written orders, issued by school-officers, for the payment of any sum of money, require to be stamped when the amount expressed in the order is \$20 or over. The law is that an "order for the payment of any sum of money exceeding \$20, drawn upon any person or persons, at sight or on demand, [shall be stamped] two cents."

QUESTION: When the order is written on the back of the schedule, does it require an additional stamp?

All orders, wherever or however written, 'for the payment of any sum of money exceeding \$20', require to be stamped.

In issuing these instructions, I complied most literally and strictly with the higher and authoritative instructions received from the acting Commissioner of Internal Revenue, whose opinions had been solicited. I was not a little surprised, after having sought and obtained specific instructions upon the subject referred to from the highest official sources, to read the following in the May (1863) number of the *Teacher*:

STAMP DUTIES.—

TREASURY DEPARTMENT, OFFICE OF INTERNAL REVENUE, }
Washington, March 19, 1863.

SIR:— Yours of March 16, including Schedule and accompanying certificate of Teacher and School Directors, is received.

In reply thereto I have the honor to state that the certificate of the teacher is exempt from stamp duty, and that the certificate of the directors is subject to a stamp duty of 5 cents. Very respectfully,

C. F. ESTEE, Acting Com'r.
To NEWELL MATHEWS, Esq., School Commissioner, Princeton, Ill.

Instructions so flatly contradictory, emanating from the same source, were indeed calculated to perplex the understanding upon a subject which, if uncommented upon, might have been plain enough. One is reminded, in this business, of the unsophisticated parishioner to whom the curate had loaned 'Pilgrim's Progress', with learned and critical annotations or under-readings, and who, when being asked 'how he got along with the Pilgrim's Progress', replied, 'Bravely! I understand every word of the book, it's so simple and plain-like, and I'm makin' considerable headway *against the notes*.' The stamp law itself seems to be plain enough, and in the hands of ordinary business men would be of easy application; but it will be found difficult to make 'headway *against the notes*', if they prove so contradictory as those referred to.

In order to elicit the latest opinion of the Department at Washington upon the subject of stamping schedules, I addressed a letter on the 7th of the present month to the Commissioner of Internal Reve-

nue, inclosing a printed schedule, properly filled so as to indicate unmistakably the legal character of the instrument, and requested that functionary to instruct me specifically as to the duty of school-officers and teachers in the premises. The following is the reply, received February 20th :

TREASURY DEPARTMENT, OFFICE OF INTERNAL REVENUE, }
Washington, February 17th, 1864.

SIR:—I reply to your letter of February 7th, inclosing a school-schedule, and inquiring whether it is subject to stamp duty, that it is subject to *two five-cent stamps*, one upon each certificate.

Very respectfully,

EDW. ROLLINS, Dep. Com'r.

Our instructions, then, remain unchanged. Schedules require to be stamped. Each schedule requires *two stamps*, of five cents each: the first to be affixed by the teacher to his certificate, the second to be affixed by the directors to their certificate.

Our instructions, also, with reference to the stamping of orders accompanying the schedule are re-affirmed. The law is, that an order for the payment of any sum of money exceeding \$20, drawn upon any person or persons, at sight or on demand, shall be stamped two cents. Orders drawn for an amount of \$20 or less require no stamp.

JOHN P. BROOKS, Sup't Public Instruction.

MICHIGAN DEPARTMENT.

CONDUCTED BY J. M. GREGORY, J. M. B. SILL, AND A. S. WELCH.

TEACHING YOUNG CHILDREN TO READ.

I RECENTLY received, from a young lady, a letter in which the writer bewailed her wretched success in teaching young children to read, and asked for advice and instruction. It has occurred to me that I shall be likely to meet the wants of other inexperienced teachers if I answer my correspondent's letter through the pages of the *Teacher*. I shall therefore address the above-mentioned lady in a very rambling style, and others are welcome to listen to the conversation and get the benefit of it, provided there is benefit in it.

In the first place, then, I will answer your question about the length of lessons. It is as though one should ask me "How far ought a

man to walk in a day?" I might answer, "On a hard level road, thirty miles; up-hill, or across plowed ground, fifteen miles; across plowed ground *and* up-hill, ten miles." The truth is, you must judge of the proper length for a lesson according to the difficulties contained in it. If upon examination you find a single sentence crowded with new and unfamiliar words, the single sentence may be too long to be mastered in a single lesson. If you find several sentences made up of words already known, you may assign them all safely. This advice applies, of course, to only such classes as have made some little progress in reading.

Having thus answered your only specific question, I will now proceed to offer some advice upon several points connected with this subject.

See that your classes are provided with proper apparatus. A slate and pencil are almost indispensable, and a proper book is needed at the outset. It is not often that you can select the book you prefer to use; but if ever you have that privilege, select one whose first lessons are easy and simple, but not absurd and senseless, as is the case with most of our primers. Be sure also to select one which gives you a great many repetitions of the words first used.

Now, before commencing operations upon the waiting learner, get a proper idea of the work you have in hand clearly before you. Remember that the first thing to be acquired by the beginner in reading is perfect familiarity with a certain stock of words and the ability to pronounce them at sight, any where, without difficulty or hesitation. There can be no reading until at least a few words are thus learned. A moment's thought will convince you of the truth of this proposition. You have two distinct and separate things to do: first to teach words, their form and their meaning, and next to teach your classes to read them properly when they are arranged in connected discourse; and these two things must inevitably be done in the order in which I have stated them. Of course, reading must keep pace with the knowledge of the forms of words, and the two processes must run nearly parallel with each other; but they must not, for a long time, be mingled nor confused. In the early stages of primary education *word-learning* is and must be important and conspicuous; while after a time, when considerable progress has been made, elocution proper requires much the larger share of attention. With beginners, then, our main labor is to assist them in acquiring a complete familiarity with the form and appearance of a number of simple and common words. This is not reading, but rather a preparation for reading; and lack of thoroughness in it occasions most of the drawling so common in many school-rooms. Drawling is in nine cases in ten a mere dodge on the part of

the pupil to make time for a difficult word which he sees some where in advance; and thorough preparation and complete familiarity with the words of the passage are the best remedies for it.

It is impossible to overrate the value of thoroughness in this preparatory work. No one, great or small, old or young, who hesitates or stumbles in naming the words upon the printed page can be said to read. It becomes, then, a matter of prime importance to know how to make this preparation thoroughly and well, and to understand the best methods of accomplishing it.

I know of nothing that will help you more in this preparation than drawing a sharp and severe line between words that your class are supposed to know and those that are yet to be learned. If you do your whole duty, both you and your class will know any new word to be a stranger as soon as your eye rests upon it. There should be no confused half-way work. Whenever a new word is encountered, it should be thoroughly conquered before it is altogether abandoned. Do not leave it until it is incapable of giving your class further annoyance. I do not mean to say that when a new word has been encountered nothing else shall be done until the class is perfectly familiar with it, but only that the word shall not be forgotten nor altogether passed by until it is as familiar as the face of a friend. You must never cease drilling upon it, reviewing it, and hammering at it, until it can be safely placed upon the list of known words. This refers to words in common use, for rare or unusual words have no place in this first stock in trade. If such words occur in your reading-lessons, avoid them if possible, and at all events pass them by without expending much labor upon them.

All this time make haste slowly. If one day is not enough for learning a word, take more than one, only never leave it to be classed among known words until you are sure of it. As the number of known words increases, combine them so as to make as much reading as possible of them, always requiring that the reading shall be done without stumbling or hesitation or drawling. It is often necessary to divide each recitation-time for young readers into two parts: in the first part test their knowledge of words by *requiring them to pronounce the lesson backward*, or by any other method your ingenuity suggests; in the second part let the class read.

Make it a rule that no pupil shall attempt to read a passage until you are reasonably sure that he can call all the words at sight, promptly and correctly. You will not need to test some members of your class, you know you can depend upon them; others you must watch narrowly. One thing more in this connection: there is never any proper or sufficient excuse for blundering upon words in a reading-lesson. If there

is blundering it is the fault of the teacher, who should have followed the rule given above and tested the pupil thoroughly upon his familiarity with the new words in the lesson before allowing it to be read.

Endeavor to make some good use of the time spent by pupils out of the class-exercise. Resolve to do nothing in the few and precious moments of recitation that can be done at the desks. A regular and well-arranged system will enable you to secure some preparation from even the youngest. I have found it useful to make out full programmes of work for primary schools, so that the occupation of pupils at their seats should be as perfectly timed and as well understood as their recitation-exercises. The time thus occupied by pupils can be devoted in part to preparation for reading. We are accustomed to arrange this as follows: At the close of each recitation the new word or words in the next lesson are pointed out and pronounced by the teacher and by the class: they are also carefully printed by the teacher upon a part of the blackboard assigned to this class and marked with its letter or number. When the members of the class resume their seats, their first work is to search their primers diligently for the new words printed in their corner of the board. This exercise is much enjoyed by children, who go at 'hunting words', as we call it, with great spirit and interest. It is an exercise of great profit also, and aids powerfully in fixing upon their memories the forms of the words. In order to make the most of it, however, the primer should repeat the first words used many times, so that the pupil need not look through whole pages in a fruitless and discouraging search. This work is continued through the time occupied by the next class-exercise.

The next work, preparatory to reading, is printing these same new words upon slates properly ruled for the purpose. Young pupils should not be allowed to undertake printing until some practice has been had in drawing lines and angles. The letters of the English alphabet are too complicated to be taken as the first drawing-lesson by young children. But while they are gaining this ability to print we substitute another exercise, equally valuable as a preparation, viz., forming the new words by means of letters printed on separate bits of pasteboard. Being furnished with a handful of mixed letters, they select the ones required, and arrange them upon their desks in proper form and order. This is genuine fun for boys and girls, especially if they are allowed, after finishing the prescribed words, to spell out each other's names and copy signs and placards or passages from their primers.

With such preparation as here described, and earnest work during class-exercise, we find no difficulty in making satisfactory progress in primary reading.

S.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE NATIONAL TEACHERS' ASSOCIATION.—Every body complained of the crowded programme at the meeting of the National Association at Chicago, last August. Few persons besides the president and secretary were able or even wished to sit out half the exercises, and it was generally understood that this difficulty would be remedied in the next programme.

In the address of Mr. Philbrick he suggested several topics which were considered by the committee to whom his address was referred, of which Mr. Pradt, of Wisconsin, was chairman, and in their report they recommended the assignment of the topics to certain gentlemen with instructions to prepare lectures for the next meeting. They further reported that they had conferred with most of the gentlemen named, and that they had signified their willingness to perform the duty assigned. Twelve gentlemen were named: Dr. J. N. McJilton, A. S. Kissell, Richard Edwards, Dr. Thomas Hill, J. W. Bulkley, G. W. Hoss, J. G. McMynn, E. P. Weston, Henry Barnard, J. M. Gregory, Noble Butler, and J. W. Andrews.

What business a committee on the President's Address had thus to anticipate the work of the Board of Counselors in preparing a programme for the next meeting is not clear to us. Here are twelve set lectures provided for, nearly twice as many as the last programme, full as it was, called for. Under instructions to provide a lighter programme and obliged to shoulder a dozen lectures on subjects and by persons chosen by some body else, the programme committee is in a fine situation. Twelve lectures in three August days with the thermometer at 90°: the idea is ridiculous.

We need at the next meeting more off-hand discussion. There were hundreds at the last who came ready to say a word, and who felt disappointed in not being allowed an opportunity. And they should have had it. As regards the twelve gentlemen named above, it seems to us that they should, in courtesy to the committee, decline to prepare these lectures unless particularly invited by them to do it. In no other way can the committee be freed from the dilemma in which they have been placed.

TWO NEW WORDS.—A pamphlet has just been published bearing the title 'Miscegenation'. The author coins this word, which means mixture of races, in order to avoid using the word amalgamation, which is peculiarly odious, and fails to give the full idea intended. He also constructs the word 'melaleukation', which means a mixture of white and black, while miscegenation applies to all mixtures of bloods. The word miscegenation may be tolerated, but the other is too awkward for general use. The old word amalgamation would be just as well, as it has acquired by long use the significance sought for, although it is not strictly involved in its composition.

PENNY-WISE AND POUND-FOOLISH.—For the paltry sum of one hundred dollars, a man who confessedly stands at the head of the profession in Chicago has been allowed to resign the position which he has held for eight years with honor to himself and satisfaction to a large community, and engage in other business. As if the influence of such a man could be estimated in dollars and cents! Preëminently fitted for the occupation to which he had devoted the best years of his life, he was a power in his school-room, in the streets about the school, in the homes of

the large district, which his successor, be he never so able, can not hope for many a year to be. His scholars loved him, and their parents respected him; and had he felt like accepting their generous offer, several times the sum required would within twenty-four hours have indicated their desire for him to have retained his position. A man who would have filled the position of city superintendent with as much honor as he did that of principal of the Jones School, whose loss in the State Association will be no less severely felt than at home, — such a man has been sacrificed for a hundred dollars!

HON. S. P. BATES will please accept our thanks for a copy of the *Pennsylvania School Report* for 1868.

THE POWER OF A CAPITAL.—The *Decatur Magnet*, in a late issue, contained the following statement: "Wilkie Collins is at Naples, Ill., and incapable of work." No one was more astonished to learn of the presence of so distinguished a person in this vicinity than the good people of that little under-water Illinois-river village. If he were there they certainly had not seen him. It turns out that the item should have read thus: "Wilkie Collins is at Naples, Ill., and incapable of work."

NEW ORLEANS.—The school-system of this city has been vastly improved under Federal rule. The schools have been organized under common regulations, doing away with former irregularities; the English language only is taught in the primary schools, in stead of the French as formerly, and other improvements equally important have been introduced, making the system vastly more efficient and far-reaching than ever before.

SEPARATING THE SEXES IN SCHOOL.—Mr. Stowe, a celebrated Glasgow teacher, uses, on this point, the following language:

"The youth of both sexes of our Scottish peasantry have been educated together; and as a whole the Scotch are the most moral people on the earth. Education in England is given separately, and we have never heard from practical men that any benefit has arisen from the arrangement. Some influential individuals mourn over the prejudice on this point. In such, a larger number of girls turned out badly who had been educated alone until they attained the age of majority than those who were otherwise brought up. The separation of the sexes has been found to be injurious. It is stated, on the best authority, that of those girls educated in schools or convents, apart from boys, the greater majority go wrong within a month after being let loose in society and meeting the other sex. They can not, it is said, resist the slightest compliment or flattery. The separation is intended to keep them strictly moral; but this unnatural seclusion actually generates the very principle desired to be avoided. We may repeat, that it is impossible to raise the girls as high, intellectually, without boys as with them; and it is impossible to raise boys, morally, as high without girls. The girls morally elevate the boys, and the boys intellectually elevate the girls. But more than this: girls are morally elevated by the presence of boys, and boys are also intellectually elevated by the presence of the girls. Girls brought up with boys are more positively moral, and boys brought up in schools with girls are more positively intellectual, by the softening influence of the female character. In the Normal Seminary, at Glasgow, the most beneficial effects have resulted from the more natural course. Boys and girls, from the age of two or three years to that of fourteen or fifteen, have been confined in the same class-room, galleries, and play-grounds, without impropriety, and they are never separated except at needle-work."

Quite *apropos* is the remark of Prof. Agassiz in a late lecture at Springfield, Massachusetts:

"Boys and girls, men and women, should be less cloistered. They should be associated in the school, on the farm, and in the shop. Their influences should be pure and healthful, and thus would the race attain more perfect development. Society will then be put on a higher foundation."

"BABY SLEEPS."—The following exquisite little gem comes from the *London Athenaeum*:

The baby wept;
The mother took it from the nurse's arms,
And hushed its fears and soothed its vain alarms,
And baby slept.

Again it weeps;
And God doth take it from the mother's arms—
From present griefs and future unknown harms,
And baby sleeps.

ADVICE TO TEACHERS.—

Always ; some times ; but never, oh never 

QUITE TIME.—A Frankfort, Kentucky, correspondent of the *Cincinnati Gazette* says that the subject of education is receiving marked attention from the legislature of that state. As proving that teachers as well as pupils need to be looked after, the writer mentions the fact that the following notice, written by the school-master, was recently posted on the door of a school-house near Frankfort:

Notice.—No swarin, cursin or runnin a bowt luse or hollerin in this scul.

"HIS SOUL IS MARCHING ON."—John Brown's daughter is teaching freedmen at Fortress Monroe.

THE ENGLISHMAN'S GEOGRAPHY.—The author of 'Guy Livingston', an English novel of some reputation, has lately tasked his genius to describe the beautiful appearance produced by the reflection of the lights of Philadelphia on the waters of the Susquehannah. To illuminate to that extent the Philadelphians must have better and cheaper gas than is just now obtained in some Western cities we know of.

THREE DAYS IN THE DRIFTS.—The *Dixon Telegraph* contains a highly poetic and graphic account of the experiences of the teachers on the northern train from the Association, by our correspondent W. W. D.

EVERY WHERE BUT CHICAGO.—The Providence (R. I.) school committee having petitioned the common council for permission to raise the salaries of the Superintendent and teachers, the finance committee of that body made a favorable report, with a resolution instructing the committee to engross ordinances to report an ordinance to that effect. By the ordinance the lady teachers' salaries are raised fifty dollars each, irrespective of former pay.

J. H. KNAPP, Esq., will please accept thanks for the official report of the Commissioners' Convention. It reached us just after the February number was printed.

A GENTLEMAN.—The *Railroad Gazette* thus defines a gentleman: "Benevolence in trifles, manliness and a profound respect for woman, is the law of his nature. A pleasing address and courteous behavior is the legitimate expression of such innate good qualities. No formulas nor prescribed rules can make a true gentleman out of a mean, selfish, low-minded person. By a *gentleman* we mean a man who is always scrupulously clean in his person, wears clean underclothes (the outside is of comparatively little consequence); pays his honest debts; lives within his means; reverences whatever of good he finds in man or woman, never taking an unworthy advantage of either; toadies no one; is sincere in his friendships; never betrays a trust; generous in his sympathies, refined in his tastes; cares less for show than substance; estimates a man for what he *is*, and not what he seems to be; has a good healthy conscience, a kind heart, and practical common sense."

GEN. BUTLER ESTABLISHES FREE SCHOOLS.—Gen. Butler has established a common-school system at Norfolk and Fortress Monroe, precisely like that of Massachusetts. It will insure the education of hundreds of children.

PRESENTATION.—W. Woodard, Esq., late principal of the Jones School, Chicago, was, on the evening he closed his connection with the school, made the recipient of a silver fruit-basket and butter-dish, at the hands of his assistant-teachers, as an acknowledgment of the satisfactory manner in which he performed the duties devolving on his late position.

The following correspondence indicates the feeling which prompted the gift:

JONES SCHOOL, January 27, 1864.

Mr. Woodard: Will you accept from us the accompanying token of respect and of gratitude for the many kindnesses we have received at your hands. May it be to you a reminder of the years you have passed with us, years which have been unclouded by any shadow which has emanated from you.

We shall always regret the circumstances which have caused your removal to another field of labor. Wishing with all our hearts that you may be blessed in all your undertakings, we remain, with feelings of the utmost respect and love,

HARRIET BARNES,
ELLEN C. MENDSEN,
LAVINIA C. PERKINS,

ELLEN M. WADSWORTH,
ELIZA L. GOSS,
ISABELLA MORRIS,

FANNIE NICOL,
ANNIE E. TRIMMINGHAM,
LIBBIE COLE,
JULIA BANYON.

CHICAGO, January 28, 1864.

Lady Teachers of the Jones School: I desire, as far as words can do it, to express my appreciation and thanks for the valuable and beautiful present I found on arriving home this evening.

I feel that, if I deserve such a testimonial for the discharge of duties growing out of our school-relations, I am under equal obligations to those who have ever contributed, each in her position, to all that you commend in your kind note.

It is to be regretted that those who perform the most labor are least appreciated. I feel that, in proportion to my health and strength, I performed less than any teacher with whom it was my good fortune to associate.

It is my honest conviction that there is more devotion, self-sacrifice, and efficient labor, among the lady teachers than any class connected with our schools.

If Chicago schools are an honor to the city, let no vain member of the Board of Education, Superintendent, or Principal, imagine that his wisdom has been more than a drop in the great ocean of influence which will bear to the hearts and homes of the citizens of the Garden City intelligence, virtue, and joy,—benefits cheaply, stingily, meanly purchased.

To those who thus stand at the fountain, *Justice*, not *Charity*, demands appreciation and kindness; not kind words only, but kind acts.

The consciousness of your coöperation and sympathy rendered my leaving the school one of the saddest acts of my life.

Wishing you, each and all, the success and happiness you so richly merit,

I remain yours truly,

W. WOODARD, 2d.

An exhibition of school and teaching apparatus is to be given at Copenhagen, May 19, and the United States are invited to contribute.

"I do n't see," said Mrs. Partington, as Ike came home from school and threw his boots into one chair, and his jacket into another, and his cap on the floor, saying that he did n't get the medal—"I do n't see, dear, why you did n't get the medal, for certainly a more meddlesome boy I never knew. But, no matter, when the adversary comes round again you will get it."

A LITTLE Hoosier boy of five years old asked his mother if God really heard his prayer. "Yes, my son," she replied, "God always hears our prayers." "Well," said the mischievous urchin, "I think he must be disgusted with mine, for he has heard the same old prayer ever since I could talk."

THE 38D ILLINOIS.—The Normal Regiment is giving a good account of itself. It is now at Fort Esperanza, near Saluria, Matagorda Island. It is attached to the 1st Division, 13th Army Corps, commanded by Maj. Gen. C. C. Washburne, which left New Orleans Nov. 15 for the Texan coast. A letter addressed to the teachers of Chicago, written January 1, 1864, by the Surgeon of the regiment, Dr. George P. Rex, gives a graphic description of the adventures of the regiment after leaving New Orleans, closing with the capture of the fort from the rebels. We extract from it the following:

"The fort is located near Saluria, on the north bank of the island, and built so as to rake every point of the pass leading into Matagorda Bay. It occupies about six acres or more of ground. The walls are built of sod, twenty feet thick at the base, twelve at the summit, and twenty feet high, surrounded by a deep ditch filled with water, twenty feet wide. On the water-front are seven bastions, each surmounted with a large gun, and in the rear was mounted a 128-pound columbiad. Outside the fort, some distance from it, were four strongly-built redans, and beyond a long line of well-constructed rifle-pits. It was garrisoned by 800 well-armed men, under command of Col. Broadfuit. It looked as if the fort could not be taken, either by sea or land. It was built very strong, at a heavy cost, and is by far the strongest-built and most formidable in looks of any works I have seen during the war, not excepting those at Vicksburg. Our force consisted of fragments of seven regiments and a battery of four six-pound guns, in all about 2000 men. After a running fire of two days, our commander, Maj. Gen. Washburne, determined to drive the rebels out of the works. He selected a body of skirmishers of picked and tried men, and placed them in command of Capt. Ira Moore, with his Company G of the Normal Regiment; and the manner in which he executed the important and dangerous duty assigned to him elicited the highest praise in the report of his commander. After skirmishing and drawing the fire of the rebels, two regiments were ordered forward, the Normal in the advance, followed by the 8th Indiana. It was a time of anxiety while the storming-party were moving up, and it was a noble sight to see the brave Normal boys move steadily and fearlessly along, commanded by the brave and heroic Col. Lippincott, and at his side the cool and daring Lieut.-Col. L. H. Potter, amid shot and shell, and pouring volley after volley into the ranks of the foe. While I was watching the movement, so admirably executed, a heavy fire and then a shout was heard; the enemy had fled, and the Normals had entered the fort, and there was their flag waving from the parapet of the works, proudly and defiantly, at the retreating foe. The teachers should have heard that shout from the whole command, when they saw the banner was being planted on the works and floating in the breeze, with the words upon it 'Presented by the Teachers of Public Schools of Chicago'; and beneath were emblazoned 'Fredericktown, Cache, Bolivar, Port Gibson, Jackson, Champion Hill, Big-Black-River Bridge, Vicksburg', and now to be added to the catalogue Fort Esperanza.

"We captured in the fort ten large guns, a large quantity of ammunition, stores, and camp and garrison equipage, and now have virtual possession of Indianola, Lavaca, and Matagorda City."

MAINE.—The *Teacher* for February announces its discontinuance from and with that number, and publishes the prospectus of the *Northern Monthly*, 72 pages, size and style of the *Atlantic*, at \$2 per year. The State Superintendent, Hon. E. P. Weston, will edit the new magazine. We wish the project success.

VERMONT.—The State Association held its fourteenth annual meeting at Montpelier, January 12, 13, and 14. The meeting was unusually large and very profitable, and had as many representatives in proportion from the colleges and seminaries as from the public and private schools. The Vermonters are agitating strongly the subject of establishing a State Normal School.

MASSACHUSETTS.—Hon. J. D. Philbrick, Superintendent of Schools, Boston, has been appointed a member of the Massachusetts Board of Education, in place of Dr. Haven, resigned.

The nineteenth annual meeting of the State Association was held at Boston, November 23 and 24, 1888. Dr. Lothrop, J. D. Philbrick, and George B. Emerson, welcomed the Association to the city.

The Treasurer's report showed the receipts for the year ending September 1 to have been \$3899.25, and the disbursements \$2844.83, leaving in the treasury \$514.42.

Rev. Thomas Hill delivered a lecture on 'A General Scheme for a Liberal Education'.

The question of the expediency of making personal criticisms upon teachers in school-reports was discussed at some length. Mr. D. B. Hagar entered into an elaborate analysis of the reports, showing the kind and style of criticism in vogue, and condemning the whole practice as not only injudicious but productive of positive harm.

He was followed by Messrs. A. Bronson, Alcott, A. P. Stone, and Palmer, in support of his views, except that Mr. Alcott would avoid mentioning faults of teachers, but would speak of their excellences. Rev. M. C. Stebbins supported the reports, claiming that teachers who fear the reports are unworthy their places in school, and that it would be more to their credit if they would put themselves in such an attitude as to challenge the criticism of the committees.

Mr. Philbrick delivered a lecture on 'The Self-Education of the Teacher'.

The second day's session commenced with a discussion on 'Methods of Teaching Geography', participated in by Messrs. A. G. Boyden, C. G. Clarke, Geo. A. Walton, and Charles Hammond, all thoroughly indorsing the object system, and agreeing that, as a general thing, we teach geography too much.

A discussion on the question 'What kind of instruction in our schools will serve to increase the loyalty and patriotism of the American people?' was opened by Mr. T. D. Adams, who thought the times demand direct instruction. We should teach the wickedness of slavery as boldly as the worth of freedom, for they are correlative terms and can not be considered apart.

Rev. B. G. Northrop thought we should even encourage our children to help the government, since service for the country begets patriotism. Children can aid the Sanitary Commission, write letters to their friends in the army, and give them their sympathy and their prayers.

Mr. G. B. Putnam said that we bind ourselves to do all we can to give our pupils a complete education, and he thought with John Milton that those only have a generous education who are stirred up with high resolves to be brave men and worthy patriots, dear to God, and famous to all ages.

The subject was further considered in the same strain by Messrs. Alcott, Kneeland, and Philbrick.

W. E. Sheldon was elected President of the Association.

Hon. Emory Washburne opened the discussion on 'What is the next step to be taken by educators to secure the highest interests of education in the Commonwealth?' Having reviewed the progress of education to the present time, he proceeded to say that he thought the next step lay in the moral rather than the intellectual training of the child. The test of instruction has heretofore been mere naked utility. In the same school and in the same class two pupils have made the same intellectual progress, and yet the one has grown up with a noble, generous character, ready to stand by a friend, and burning with love for his country; while the other shall be a man of cunning expedients, thriving in wealth, violating no law of social order, but after all cold, selfish, and self-engrossed, and, so long as he sees his own affairs prosper, caring as little for his country or her honor as he would for his less-favored neighbor. We need a national sentiment and feeling. Our children are trained to be good merchants, and mechanics, and manufacturers, and professional men,—but not to be *Americans*.

Hon. George S. Boutwell continued the discussion, urging lessons of loyalty and patriotism, and the teaching of history on the right side, that of freedom.

Prof. Alpheus Crosby thought it was to secure a more definite professional standing.

The Association closed with short speeches from the prominent educators present.

RHODE ISLAND.—The Institute of Instruction held its annual meeting at Providence, January 29 and 30. Lectures were delivered by John D. Philbrick, Joshua Kendall, J. F. Cady, Rev. Barnas Sears, Sauborn Tenney, and others.

Prof. S. S. Greene, Commissioner J. B. Chapin, and Joshua Kendall, were appointed to memorialize the legislature for an appropriation to establish an experimental school in object teaching, on the Oswego plan, and provide a teacher for the same.

Prof. William Gammell has resigned the Chair of History in Brown University, at Providence, which he has held since 1882, and will be succeeded by Rev. J. Lewis Dinam, of Brookline, Massachusetts. Prof. George I. Chase, of the same institution, has resigned the department of Chemistry and Physiology, but retains that of Geology and Physical Geography. He is succeeded by Prof. N. P. Hill, and Mr. John Pierce, of Providence, is appointed Assistant Professor of Chemistry.

Some of the humanitarians of Newport are deeply exercised because the school-committee of that city have distributed twelve raw-hides among the school-teachers, with orders to use 'em.

PENNSYLVANIA.—The Annual Report of the State Superintendent has just been published. It shows the number of schools for the year ending June, 1863, to have been 12,558; of pupils, 703,453; average attendance, 455,598; number of teachers employed, 16,722, about half of whom were females; average salaries per month—males \$23.94, females \$18.56. Total expenditures for all purposes, \$2,888,199.77. Average school-year five months seventeen days; cost per pupil, 49 cents. The report abounds in items of interest and encouragement, and shows that the working of the system is giving reasonable satisfaction.

INDIANA.—The Tenth Annual Meeting of the State Association was held at Indianapolis, December 28, 29, 30, and 31.

The reports of the Congressional Institute Committees show that the Morgan raid and other causes interfered materially with the success of the Institutes.

A resolution was adopted providing for the creation, by the Legislature, of a State Board of Examiners, who shall have power to grant perpetual State Certificates.

In order to encourage a familiar acquaintance with the Declaration of Independence and the Federal Constitution, the Association recommended their publication in the school readers.

Prof. B. F. Hoyt, of Asbury University, was elected President.

The attendance was 250,—the largest meeting ever held.

IOWA.—Sixty Institutes were held during 1863. The results have generally been very satisfactory, creating an increased desire on the part of teachers to fit themselves for their position, and on the part of patrons a desire to employ the best teachers. The Legislature has abolished the Board of Education and created the office of Superintendent of Public Instruction.

MICHIGAN.—An educational meeting was held at Colon, St. Joseph county, January 29 and 30. Teachers were present from Three Rivers, White Pigeon, Mendon, Leonidas, and Burr Oak, and from numerous districts in the county. Farmers, from different towns, with their families, were present, and a full attendance from citizens of the village.

Prof. Cooley was chosen President, and O Tomlinson Secretary.

Mr. W. H. Payne, of Three Rivers, delivered a masterly address advocating Union Schools. Messrs. Dorrance, Sadler, Smith, and Hoit, spoke of the present methods of school supervision and of examining teachers, pointing out the defects.

The following resolutions were adopted:

Resolved, That a knowledge of the Latin and Greek languages is indispensably necessary to a correct understanding of the English language.

Resolved, That the present system of inspecting teachers and superintending schools, in Michigan, fails to meet the imperative necessities of the people.

Dr. Alfred, of Colon, in discussing the second resolution, maintained that the

present system is ahead of the people, and that the boys who were just wearing their first honors as pedagogues had better go down to Jericho, and wait for their beards to grow, before they undertook to say there were not men in every town, with spectacles on their noses, who could yet manage schools and knew as much about school-teaching as the young lads and lasses of their respective localities.

This Association adjourned to meet at White Pigeon, March 11.

State Institutes, conducted by Hon. J. M. Gregory, assisted by Prof. A. S. Welch and others, will be held as follows: at Holly, Oakland county, March 14; at Lowell, Kent county, March 21; at Rochester, Oakland county, March 28; at Niles, Berrien county, April 8.

NEVADA.—The proposed State Constitution provides that all persons between the ages of six and fourteen be required to attend school a certain number of months in each year.

There's a long step forward. There is also to be a State University free to pupils between fourteen and twenty-one.

KANSAS.—The Executive Committee of the State Teachers' Association have started a monthly periodical of thirty-two pages, entitled the *Kansas Educational Journal*. It is published at Leavenworth.

CALIFORNIA.—The present school-fund amounts to \$268,000 of 7-per-cent. bonds, and is to be, by an act of the Legislature already passed, increased by the redemption of certain bonds which have been wrongly used to \$637,020.

The State Superintendent reports the number of white children between four and eighteen at 78,055; under four, 39,081; attending the public schools, 29,416; attending private schools, 9,158. Average school year, 5.4 months. Average daily attendance of all the children, 25 per cent. Amount received from all sources for support of schools in 1863, \$581,055.77.

In Sacramento there are ten public schools, viz., one High, under a male principal (salary \$125 per month) and female assistant (\$85 per month); one Grammar, having a male principal (\$120 per month) and two female assistants (each \$80 per month); two Intermediate, each having a female principal (\$85 per month) and assistant (\$30 per month); and six Primary, each having a female principal (\$80 per month) and assistant (\$30 per month). *These salaries are all paid in gold.* The Board of Education apologize for the low rate of salaries on the ground of lack of funds, and as soon as the same will justify a considerable advance is to be made! It is feared, however, that before this can be done Sacramento will lose its best teachers on account of more liberal pay elsewhere!

OREGON.—The semi-annual session of the State Association was held at Corvallis, commencing February 16, and continuing in session four days.

WHAT THE WAR DOES NOT.—There seems to be abundant evidence that the interests of education at the West have not suffered by the war. The Assistant Superintendent of Common Schools in Michigan makes the following statements and remarks, in a document recently issued:

"Two and a half of the last three years have been in the midst of a civil war which, considering the men and means engaged, has never had a rival in magnitude. To this conflict Michigan, with a population of 850,000, has sent over 50,000 of her sons. In those three years our population between five and twenty years of age, as shown by the school-census, has increased from 246,684 to 272,737—an increase of over 26,000; and of this about 12,000 was during the last and most destructive of the three years. In the same three years the number attending the public schools has increased 22,642, and the number of teachers has increased from 7943 to 8815. The amount paid to teachers has increased from \$467,286 in 1860, to \$518,062 in 1863; in other words, we have paid \$50,775 more to teachers in the common schools in the third year of the war than in the year preceding it. In 1860 the districts raised by voluntary taxes, for teachers' wages, \$33,689; in 1863, \$106,323; and now, at the close of the third year of the war, the districts report over \$100,000 on hand.

"Doubtless a similar state of prosperity may be shown in *most or all the states where freedom in stead of slavery is the watchword of the people*. In the third year of this gigantic raid upon liberty our schools have increased in length, in numbers, and in means. Does this look like exhaustion?"

Hon. J. L. Pickard, Superintendent of Common Schools in Wisconsin, in his recent annual report says: "Our schools are better filled, better taught and better supported, than in previous years. In order to supply demands from new districts for Webster's Unabridged Dictionary, it will be necessary to purchase two hundred copies for distribution the ensuing year."

A few weeks subsequent to the date of the above report, two hundred and twenty copies of the work were ordered for the purpose indicated, by authority of the legislature, the state having previously purchased nearly two thousand copies for school-districts already in existence.

Verily the great West seems in little danger of finding herself in 'the last ditch', or even in the first.
Springfield Republican.

STEPHEN C. FOSTER.—This well-known musical composer died at Pittsburg, and was buried January 21. The services at Trinity Church were unusually impressive, and were attended by a large audience, embracing the musical talent of the city, some of whom participated in the ceremonies. The remains were conveyed to Alleghany Cemetery, where the last sad rites were performed. A splendid brass band was in attendance and performed two most popular airs of the eminent composer, 'Come where my Love lies Dreaming' and 'Old Folks at Home', in a manner which imparted a thrilling effect to the solemn ceremonies.

THE *California Teacher* is responsible for the following conundrum: "Why is an author the most peculiar of animals? Because his tale comes out of his head."

OUR ADVERTISING PAGES.—We invite the special attention of the readers of the *Teacher* to the new advertisements in this number, of Ivison, Phinney, Blakeman & Co., Barnes & Burr, John A. Norton, J. Troll, and Henry Howe; also to those continued from former numbers, of Sargent, Wilson & Hinkle, Brewer & Tileston, Robert S. Davis & Co., and others.

MARRIED.—In Chicago, January 6, by Rev. W. W. Patton, at the residence of the bride's father, Capt. W. B. HOLBROOK, 72d Illinois Infantry, and Miss ELIZA E. RANSOM, of the Scammon School.

In Chicago, January 21, at the residence of the bride's father, by Rev. Arthur Swazey, Mr. J. E. MILLER and Miss ANNIE I. WOODFORD, of the Skinner School.

DIED.—In Chicago, January 29, MARY ALICE, wife of Capt. JOHN G. MCWILLIAMS, of the 51st Illinois Infantry, and formerly a teacher in the Ogden School.

A wife less than a year, Mrs. McWilliams has for many a weary month awaited her husband's liberation from the Libby prison. He is still a prisoner, and their meeting only comes 'beyond the river'.

LOCAL INTELLIGENCE.

THE SPRING INSTITUTES.—We give below the times and places of holding the few institutes from which we have heard. We should be glad to extend the list if some friends would furnish the desired information:

McDonough county, at Macomb, March 29. Henderson county, at Rosetta, March 29. Bond county, at Greenville, April—. Boone county, at Belvidere, April—. Hancock county, at Augusta, April 11. Carroll county, at Mt. Carroll, April—. Stephenson county, at Davis, April—. JoDaviess county, at Galena, April—. Schnyler county, at Rushville, April—. Iroquois county, at Middleport, April—. Will county, at Plainfield, April—. Coles county, at Charleston, April 1 and 2. Madison county, at Edwardsville, March 30.

BELLEVILLE.—The authorities, becoming tired of being ridiculed because the city has not a single school-house, called a meeting of the tax-payers to vote on the question of purchasing grounds and erecting such buildings as are needed, and it was decided by a vote of 256 to 23 to erect school-houses. Is there any where at the West another city which has 12,000 inhabitants, eighteen miles of paved streets and twenty-five of brick sidewalks, a splendid Court-House costing over \$115,000, but not a school-building within its limits? We hope not.

SYCAMORE.—The Principal, A. J. Blanchard, reports the per cent. of attendance in the several departments of the Sycamore Graded School for the month ending January 15 to be as follows:

High School Department, 94; Senior Grammar, 96; Junior Grammar, 96; Third Primary, 94½; Second Primary, 91½; First Primary, 93.

MADISON COUNTY.—Our friends in this county have been making special exertions to have a good institute this year. Besides their own teachers, they are to have the help of Rev. Robert Allyn, of Lebanon; C. F. Childs, of St. Louis; and O. S. Cook, of Bunker Hill.

CHICAGO.—An examination of male teachers was held at the office of the Board of Education, January 26, to fill the vacancy caused by the resignation of Mr. Woodard. Eight candidates presented themselves, five of whom passed a creditable examination and received certificates.

The Board held a special meeting January 27, to act upon the resignation tendered by Mr. Woodard, and to fill a vacancy in the High School.

It was understood that Mr. Woodard's only object in resigning was because on his present salary he could not avoid running into debt, and that he would prefer to remain where his salary increased \$100. The remarks made were highly complimentary to Mr. Woodard, and there seemed to be a general regret that the schools of Chicago should lose such a man for so slight a cause. Still there was not a disposition to vote an advance of salary in the face of the deficit now existing in the finances. Finally the subject was laid over till the regular meeting, in order that the patrons of the Jones School might make up by subscription the needed hundred dollars.

The Superintendent having stated that nearly half the teachers were absent during the first week of the term, and that under the rule their salary would be forfeited, on motion of Mr. Sheahan, the forfeiture was remitted.

Miss Gertrude Van Patten was elected to fill the vacancy in the High School caused by the resignation of Miss Austin.

Mr. Woodard bade his teachers and pupils *adieu* the same evening, preferring not to tax the generosity of his friends, though they stood ready to make good thrice the deficiency, and left the school.

An item elsewhere speaks of an interesting occurrence in this connection.

The Board held its regular meeting February 2. Mr. Woodard's resignation was accepted, and Mr. Leander Stone, of Milwaukee, was elected to fill the vacancy.

The regular Institute was held February 6. A severe snow-storm which prevailed during the morning made the attendance quite small.

The Superintendent read a letter from George P. Rex, Surgeon of the Normal (33d Illinois) Regiment, acknowledging the receipt in July last of the flag presented to the regiment by the teachers of Chicago.

Prof. Daniels, late of the Wisconsin Geological Survey, addressed the Institute regarding a Museum of Natural History.

Mr. Wells stated that the plan connected the Academy of Sciences with the High School, thus securing for it the benefits of the valuable cabinet of the academy now lying useless in the society's rooms.

The Superintendent also spoke of his efforts to bring the Chicago Museum into connection with the schools, so as to enable the pupils to visit it at a moderate sum in connection with the oral lessons. He had secured passes for the Principals and Assistants, and pupils could gain admission for ten cents.

The Institute divided after recess into sections.

In Section One Mr. Noble was elected term-chairman. The order being a discussion of the question 'Do we in the Chicago schools devote too much time to our reading-classes?' Mr. J. Slocum spoke substantially as follows:

"A public school, as its name indicates, is designed for the instruction of all, and should be so conducted that the greatest possible good should result to the largest number, and every thing that is special in its nature should be carefully excluded from it. Sectarian or partisan themes have no place there, and whatever study has a purely professional character should never be introduced. Now there are many branches of learning which, when pursued to a certain extent, have no professional *bearing*, but which by additional study assume it. Plain, legible writing should be taught every one; but it is not within the province of our public schools to afford instruction in ornamental writing or the art of illuminating. It is well to give every child some idea of form and color; but that teacher would violate his trust who would attempt to make of his scholars finished *draughtsmen* or fine *painters*. So the teaching of reading should not be carried beyond a certain point in our grammar schools. When the pupil has learned to read readily with clear utterance and distinct articulation, he has reached the limit of instruction in that branch, for what is beyond that is artistic. Since it is impossible to make all or any considerable portion of our pupils artistic readers, it is quite evident that the teaching which has that for its aim is out of place in our school-rooms. It is the design of our grammar schools to bestow upon those who attend them a thorough rudimentary education. He who has learned the rudiments of reading and does not become an excellent reader could not be made such by any amount of teaching. What is further required is, not teaching, but a developed heart and enlightened mind. No scholar can do justice to the productions of such men as Everett and Webster until he has in a measure become like them; and to become like them he needs no special instruction in reading, but an education of his whole nature."

Mr. Dewey thought the great object of reading is to acquire a knowledge of what the world has gained and laid up in books. Our excellent oral readers are not always those who make the best use of their knowledge. The history of our great speakers will not show that their ability to read and speak well is due to any instruction received at school. The readers and speakers admitted into the high school from the grammar schools within the past two years, or since this reading furor has existed, are not equal to those of former years.

Mr. Spofford would give more to be able to move the section so as to gain its undivided attention than for any gift he knew. Neither are our classical scholars those who make the most noise in the world. Like some of our generals, they have a good education, but can not apply it. The reason why scholars of late years are not so good readers is because at the earlier examinations every person was admitted who applied, providing he was qualified, no matter what might be his age, and some were admitted who were twenty-five years old. Now we have worked off our mature minds, and we prepare pupils for the high school before their age will admit them.

Mr. Noble suggested that the question included not only artistic reading, but reading for general information.

Miss McLaren wished to know what would be called too much. In the Foster the first division had not read this term, and in the Moseley the first division read only twice a week.

Mr. Dewey remarked that the power to read and think must go together, and many do not possess the latter.

Mr. Slocum said that any person who was not born a reader could never learn to read satisfactorily such pieces as *The Raven* or *The Bells*. Only by a trial of weeks would one of our classes read it passably, and then they would read a similar piece very poorly. In one of our schools the principal hears one class read in one room at the same time the assistant is hearing another class read in another room, and they seemed to be devoting all their energies to this branch. This, he thought, was too much.

Mr. White thought these remarks gave an erroneous idea of education. Because only a few are natural-born readers, shall we leave the rest? We have little reading in the social circle, or in our public assemblies. Any one who has attended many public meetings knows how few well-read reports of committees, etc., we hear. This presumes a neglect of primary instruction in reading. Take the world through, ninety-nine per cent. of its knowledge is obtained from reading. Is not then its importance in a course of study correspondingly great? Were there more attention paid to it, and were the children aided in the selection of their reading-matter, instead of running in the street, they would be kept at home to read to the family, and thus the taste of all would be elevated.

Mr. Clarke said that the best readers in the senior class of the high school are not those who have given the most attention to it or received the most instruction, but those who have the best minds, and can best appreciate what they read. He thought a person who had received no instruction at all would, at the end of ten years of general reading, be a good reader; perhaps better than he would be with instruction.

Mr. Merriman was of the opinion that we are not spending too much time, but that we do not use our time to the best advantage. It is a waste of time to drill on a single piece for the sake of show. A class may have acquired all that is profitable at a single reading; and more is time thrown away. A knowledge of the grammatical structure of the language is necessary before there is much drill in elocution; otherwise it is mere parrot-training, and not the result of a generous appreciation of the author's meaning.

In the other sections the exercises were: 2. Map Drawing; 3. Reading by one of Miss Cook's classes, and discussion on the same; 4. Model exercise in teaching young children writing, by Mr. Scribner; 5. Misses Lamb and Hart conducted a class in reading.

DIXON TEACHERS' ASSOCIATION.—Our last regular meeting was held on Monday night, January 23. Miss Swinborne drilled a class from her room in some primary exercises; J. V. Thomas exhibited a body of prospective men and women from his department in United States Geography; Miss Wing read an essay on 'Woman's Claim to Thorough Education'; W. W. Davis recited a twice-told tale, not of Hawthorne's, but of his own. Our next meeting occurs in a month.

W. W. D.

SPRINGFIELD.—The monthly Institute was held February 13. The Superintendent spoke of tardiness of teachers and pupils, and of the desirability of promptness in opening and closing schools. He was followed by a discussion on these points, participated in by Messrs. Brooks, Flower, and Shattuck. The other exercises were the reading of a selection by Mrs. McManus, and the Ladies' Paper. The latter was a spirited production.

The average number of pupils belonging to the city schools for the month of January was as follows: High School, 100; First Ward, 254; Second Ward, 296; Third Ward, 301; Fourth Ward, 356; Colored School, 33. Per centage of attendance: High School, 97.6; First Ward, 96; Second Ward, 96; Third Ward, 97; Fourth Ward, 96; Colored School, 97.5. Tardiness: High School, 5; First Ward, 2; Second Ward, 1.6; Third Ward, 2; Fourth Ward, 1.6; Colored School, 0. Total for city—belonging, 1340; attendance, 96; tardiness, 1.7. M. V. B. S.

The Fifth Annual Report of the Board of Education, for the year ending June 26, 1863, makes a fine document of 77 pages.

The Superintendent compliments the teachers for the manner in which their duties have been performed. Under increased exertions the attendance has been materially improved.

The number of pupils enrolled was 2143; average number belonging, 1340; average attendance, 1267; per cent. of attendance, 94.5. The number of teachers was 32; average number of pupils belonging to each teacher, 42; average attendance, 40. The total expenditures for the year were \$17,845.60; cost per scholar, \$12.88.

PRORIA.—The Ninth Annual Report of the Board of School Inspectors, for the year ending July, 1863 (we suppose, though it is no where indicated in the report), has just been published.

It represents the schools as being in a very satisfactory condition. Special attention has been paid to Reading and English Grammar. Drawing has also been made a prominent branch, the higher grades being, however, confined to map-drawing. The whole number of pupils enrolled was 2548; average number belonging, 1822; average daily attendance, 1390; per cent. of attendance, 92.1. The whole number of tardinesses was 4267. 31 pupils were neither absent nor tardy. There were 36 regular teachers—8 males, and 28 females—employed throughout the year; being one teacher to 50 of the average enrollment, and one to 38 of the average attendance.

The total expenses were \$19,501.10; cost per scholar, \$10.70 (High School, \$25.00; District Schools, \$7.76).

BLOOMINGTON.—The Board of Examiners made a report to the City Council under date of February 3, which presents a state of affairs disgraceful to the city. We know of only one city in the state where a worse condition of affairs exists, and that is Belleville.

The whole number of children over 5 and under 21 in the city is 2398, and the total school-accommodations of the city amount to 926 seats. Only 906 pupils are in attendance (the 20 vacant seats are in the High and Colored schools), the remaining 1492 children being in the private schools; or attending no school at all. The private-school registers show an attendance of only 490 pupils, leaving the enormous balance of 1000 children attending no school whatever. Of this number probably not over 100 are kept out by their parents to labor, so that 900 children who might be in school are spending their time in idleness and roaming about the streets. What an influence for evil Bloomington will exert if this state of things continues.

Not only are there 900 children positively without school-accommodations, but at least one-third of those who are in school are placed in buildings notoriously unfit for the purpose. Let the Examiners speak for themselves. They say:

"Several of the buildings now in use are a disgrace to the city. The old part of the building in Ward 1, Jefferson street, is notoriously ill-adapted to its present use. The one in Ward 1 on North street is far worse, as it is out of repair, and can not be ventilated, and in our opinion it is a *crime* to compel little children to attend the primary room in that building. The old school-house in Ward 3, near the residence of A. C. Washburne, Esq., is even worse. The house is small, badly lighted, can not be ventilated, and so crowded with children that your Examiners respectfully report that it is entirely unfit for the purpose to which it is applied."

The crying demand of the schools is for two new buildings, accommodating from 350 to 400 scholars each. The Board are, however, unable to build them, being limited to a tax of 5 mills, nearly all of which is required to carry on the schools as they are now organized. Nor, indeed, would it be just to appropriate money from this tax for building-purposes, since that would make the citizens of to-day pay for the buildings which are to educate the children for a generation. The Common Council might issue bonds for the building of these houses, thus relieving this pressure, and causing the expense to be divided among those who are to be benefited by it.

In consequence of the crowded state of the rooms, distinct lines and most of the grading have been abolished, scholars going about where they please; and the result is an exceeding mixed state of affairs, resulting in a great deal of hard work on the part of the teachers and a very little learning of the right with very much of the wrong kind on the part of the scholars.

The number of teachers employed is nineteen—five males, and fourteen females. The male teachers (except the Principal of the High School) receive the enormous sum of \$40.00 per month, the females \$32.00. For a wonder, with such salaries, the Board are able to report that two-thirds of the number are excellent teachers. "Notwithstanding the discouraging influences under which some of them labor, they have succeeded in awakening a love of study, and in bringing their pupils to

a degree of proficiency that would do credit to any teacher of high reputation. Several of the primary teachers have been particularly successful. Of the other one-third, several have succeeded tolerably, while two or three can not be recommended by the Examiners for another engagement."

There is no system of records, and, as a matter of course, little uniformity of attendance.

The report of John Hull, Principal of the High School, is rather more satisfactory, but there is little cause in it for congratulation.

The Board propose making another report at the close of the present school-year. For the honor and good name of the city which out-bid all others to secure the State Normal University, we hope their next report will chronicle some steps taken toward lifting her from this deep disgrace. She might take a lesson or two on this subject from the condition of the schools in her old rivals, Peoria and Springfield.

NOTICES OF BOOKS, ETC.

ROBINSON'S NEW UNIVERSITY ALGEBRA. By Horatio N. Robinson, LL.D., Author of a full Course of Mathematics. New York: Ivison, Phinney & Co. Chicago: S. C. Griggs & Co.

It is sufficient to say to those who are familiar with the author's elementary works, that this one is a continuation of the series. In it the 'University Algebra' is revised, with new methods and an elaboration of important subjects contained in the appendix of the former work. The arrangement of the work is logical and systematic, and its discussions are clear and comprehensive. The theories of the science are so presented to the student that their application may be readily seen, giving as far as possible a practical character to the treatise. The book is in every respect deserving of the place it claims. w.

PRINCIPLES OF SOCIAL SCIENCE. By H. C. Carey, Author of 'The Past, Present, and Future', 'The Slave-Trade, Domestic and Foreign', and several pamphlets on subjects of political economy. Philadelphia: J. B. Lippincott & Co. Chicago: John A. Norton, No. 2 Cobb's Building (P. O. Box 766). 3 vols. 8vo. \$7.50.

In this treatise on social science the author has advanced a theory entirely different from any hitherto presented. One school of philosophers has approached the subject through a study of the societies of the past, bringing their conclusions to aid in the solution of the great social problem of the present and future. Another proceeds upon the hypothesis that man's chief mission is the accumulation of wealth for himself and his posterity, discarding the existence of his higher intellectual and moral nature.

Mr. Carey commences with analyzing the character of the individual man, and examining his wants and necessities, which lead to the formation of society; traces his development and progress as society advances, and shows clearly that the prosperity of a state or nation is proportionate to the 'individuality and power of association' of its citizens. To him belongs the honor of the discovery that physical and social laws are the same; that as the heavenly bodies are kept in their orbits by the equalization of two opposing forces, so society reaches its highest development in the middle ground between the opposite states of the anarchy of savage life and the complete centralization of the absolute monarchy.

His conclusions are logical deductions from premises which are found in the experience and observation of every one, and which can not be gainsayed; and their correctness is amply illustrated by frequent reference to the history of nations, past and present.

This is an American work; and though it combats most powerfully the principles of the institutions of the old world, its candor and ability challenge the ad-

miration and respect of their economists, while its arguments have withstood their strongest attacks. It is no uncertain mark of merit that it has been translated into the French, Italian, Swedish and German languages, and been adopted as a text-book in many of the higher schools of those countries.

Based upon the idea that the highest state of civilization is a result of the greatest liberty and a thorough mental and moral culture of the individual, it furnishes in itself the reason for its determined opposition by the monarchists of Europe, and, at the same time, a strong argument for the dissemination of its principles among our own citizens. As a natural result of its reasoning, the work shows a strong sympathy for the masses of the people, the producing element of a nation's prosperity, and its author reaches out a strong arm in support of the working classes. Were its principles universally disseminated and practiced, the development and elevation of the individual and society upon a sound basis must result in the strength and highest welfare of the state. It is desirable that every thinking man should become familiar with it.

We are glad the publishers are presenting the work in an abridged form — a single volume, some of the advanced sheets of which are now before us, — thus bringing it within reach of the reading public, and adapting it for use as a text-book in political economy in colleges and higher institutions of learning. w.

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The imprint of the new publishers, Messrs. Sargent, Wilson & Hinkle, Cincinnati, on the title-page of these works, and the improved appearance of the revised editions in their new dress, afford us a convenient opportunity of saying a good word for the works themselves. Well gotten up, tastily and substantially bound, characterized by their simplicity, naturalness of gradation, thoroughness, and completeness, probably no series of arithmetics has been or is more extensively used in the West than this, or has given better satisfaction. Almost the exclusive text-books in arithmetic in Ohio, Indiana, Iowa, Missouri, and Kansas, they are more extensively used in Wisconsin than any other series, and are doing a good and constantly enlarging work in this state.

A COPIOUS AND CRITICAL LATIN-ENGLISH DICTIONARY, for the use of schools, etc.: abridged and rearranged from Riddle's Latin-English Lexicon, founded on the German-Latin Dictionaries of Dr. Wm. Freund and others. By Rev. P. Bullions, D.D., author of the Series of Grammars, English, Latin, and Greek, on the same plan, etc., etc. Price \$3.00. 1014 pp. Royal octavo.

We are exceedingly well pleased with this dictionary. It gives in a volume of convenient size, and at a moderate price, all that is necessary in this department of study. Complete in definition and illustration, it is yet so condensed in style as to enable the student at almost a glance to seize upon the meaning required. It is, in our judgment, a model work. The following is a general review of the plan:

I. It contains all the words in the Latin Classic Authors usually read in schools and colleges.

II. The quantity of syllables is distinctly noted, and the etymology and composition of words are particularly stated.

III. The primary meaning of each word is first given, and the process by which it is deflected by trope, and figure, and usage, into its various secondary and acquired meanings, is carefully traced.

IV. The different classes of meanings, and the different shades of meaning in each class, are noted, and amply supported and illustrated by quotations from classic

ILLINOIS TEACHER.

authors, and these abbreviated as much as possible, in order to introduce a sufficient number of examples without greatly increasing the size of the work.

V. The different meanings of words are not scattered through the illustrations, and interspersed with them, as in most dictionaries on the German model, making it difficult, especially in long articles, to find them; but, by being placed together at the beginning, are brought under the eye at once, and reference is made to illustrations below by index figures. Also, in many words, conventional and proverbial expressions are collected and explained under the head of *PHRASES*.

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VII. The most important proper names in the Latin Classics are given under the same alphabet.

THE AMERICAN CONFLICT: A History of the Great Rebellion in the United States of America, 1860—1864: Its causes, incidents, and results, intended to exhibit especially its moral and political phases, with the drift and progress of American opinion respecting Slavery from 1776 to 1864. By Horace Greeley. Hartford: O. D. Case & Co. Chicago: George Sherwood & Co. 1864.

We have before us one hundred forty-four specimen pages of this history. No living American writer could more fitly assume this responsible task, or produce a more honest and truthful history, or one more calculated to inspire general interest, than Horace Greeley. His entire familiarity with the political history of the country, his exhaustless fund of statistical information, his acknowledged leadership for a quarter of a century of the great anti-slavery party, his independence, fearlessness, and unyielding integrity to his convictions as a political writer, all contribute to guaranty this work to be one of no common interest, and insure an eager desire among both friends and opponents to see the history of this great struggle from such a stand-point.

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ILLINOIS TEACHER.

VOLUME X.

APRIL, 1864.

NUMBER 4.

THE STATE NORMAL UNIVERSITY.

THE REPORT OF THE PRINCIPAL TO THE STATE BOARD OF EDUCATION, DECEMBER
16TH, 1862.

THE session of 1862-3 closed very pleasantly on Friday, June 26, 1863. The examination had been well attended during the week, and the commencement exercises were witnessed by a very large and appreciative audience, mostly from the vicinity, but including many, also, from different parts of the state. The day was beautiful; the hall of the University and all the passages leading to it were crowded with eager listeners. A warm and active sympathy seemed to have been engendered between speakers and hearers, and the day passed off to the apparent gratification of all concerned. On the preceding evening, that of Thursday, the literary societies had listened to a stirring and beautiful address by Rev. Dr. Post, of St. Louis, on 'Light and Life in Education' — the necessity of uniting the culture of the intellect and the affections. It was a production worthy of the eminent speaker, and characterized no less by its profound philosophy than by its glowing and impressive eloquence. The exercises closed on Friday evening with a reception of their friends by the graduating class, which was attended by a large concourse of the most respectable people of Bloomington and vicinity.

The institution, at the beginning of the present year, was subjected to serious disadvantages by the resignation of Mr. Childs and Miss Ketcham, the efficient and popular teachers of the Model School; the former having been elected principal of the High School at St. Louis, and the latter having encountered that change of state which closes the public career of so many of our sister teachers. To fill at once the places thus vacated was a task of no little difficulty. But the committee, after long and careful search, involving no small amount

of correspondence and some personal visits, succeeded in securing the services of Mr. W. L. Pillsbury, recently graduated with high honors at Harvard, for the High-School Department, and of Miss Marion Hammond, a graduate of the St. Louis Normal School, and for some time a highly successful teacher in that city, for the Primary. I am happy to enter my testimony to the entire success with which both have discharged the duties devolving upon them, and to add that, while under them the school has increased nearly one-third in numbers, it has attained a degree of success and efficiency never attained before, — a result, no doubt, due in part to the momentum imparted by former efforts.

The number of students in the Normal School for the term has been 250, against 138 for the corresponding term of last year, and 80 the year before. In the Model School the numbers are 188, against 153 for the same term last year; giving for a grand total 438, against 291 last year. This increase has taken place in both departments of the Model School,—the High and Grammar Department increasing from 109 to 125, and the Primary from 44 to 63. This comparison, considered in connection with the change of teachers, is very encouraging.

One of the effects of this unprecedentedly large number of students has been a great and hitherto unsatisfied want of lodging-rooms and board. It is estimated that our numbers would have exceeded what they now are by at least fifty, if sufficient accommodations could have been procured. During the term every boarding-house has been crowded, and every semblance of a building has been converted into a lodging-house, and it must be confessed that the students have been subjected to some inconvenience on this account. But private enterprise has already furnished comparatively extensive relief. Buildings have been erected in the vicinity of the University, containing rooms intended for the use of students, and sufficient to accommodate from seventy to eighty. These are now ready for occupancy. This will do much toward meeting the present want, but much more is needed in the same way; and we have full faith that the necessity will be, in due time, supplied. It is understood that several additional tenements are to be erected in the spring. The attractiveness of the neighborhood as a place of residence is so marked that the process of building must, and undoubtedly will, go on with great rapidity.

Another of the results flowing from the same cause has been a demand for an increase in the teaching force; for although, by a more perfect classification, the same number of instructors that two years ago were fully employed with eighty students may now be enabled to

take charge of twice as many, we find the same process not so applicable when the number has more than trebled. Accordingly, at the beginning of the term, it was found necessary to employ one of the advanced students, Mr. L. B. Kellogg, to assist both in the Normal and Model Schools. His services have been very efficient and satisfactory; and as the amount of teaching required in the future will undoubtedly be greater than it is even now, I respectfully request the Board to continue him in their service for the remainder of the year, at such a salary as may be deemed proper. The income of the Model School will undoubtedly amply suffice for this purpose, in addition to paying its other expenses.

During the term twenty-eight of the Normal students have conducted classes in the Model Schools, and have had their work fully and carefully tested by constant supervision, by weekly examinations, and by a final examination at the end of the term. No part of the student's course here is apparently of more service to him than this. Every young teacher must, in acquiring his experience, make many mistakes at the expense of his pupils. But in the Model School these errors are at once observed and commented upon, and are not allowed to run on, day after day, for six months or a year, until they are discovered by the teacher himself; who often, having no clear notion of what a good school should be in all its minutiae, is slow to detect his own errors, or to distinguish them from the veriest excellences. It is hardly possible to estimate the advantages of such supervision and criticism to a young person proposing to be a teacher. At the risk of partially repeating what has been said in a former report, I will briefly sketch the method of supervision adopted with the pupil-teachers. The daily supervision consists in frequent visits to the class-exercises, by the President or some other member of the Faculty. If possible, the young practitioner is visited by more than one of the instructors—a plan which affords an opportunity of comparing notes and confirming the observations of different minds. The most perfect freedom is used in speaking to students about their defects as teachers, whether slight or serious, and a method of avoiding the error is always suggested. It is our intention that this part of our duty shall be most thoroughly attended to. Occasionally, too, a meeting of the pupil-teachers is called, at which general defects are pointed out and remedies suggested.

We have also a weekly examination, at which some one of the classes is brought out for an exercise in the presence of the Faculty and of as many of the Normal students as choose to witness it. Usually the room is crowded with interested spectators. The recitation—an or-

dinary recitation or teaching exercise,—after occupying a reasonable time, say half an hour, is closed, the pupils dismissed, and the work thoroughly canvassed and criticised. First the opinions of the students are given. These are usually called for as volunteers. When this has been done, the members of the Faculty, one by one, make a thorough criticism on the exercise, and the whole closes with a general summing-up by the Principal. In these criticisms, both by the students and teachers, nothing is held back that is thought important or useful. Whatever is considered a defect, whether on the part of the teachers or pupils—in respect to matter or manner, to the life, accuracy, thoroughness, interest, use of language, pronunciation, of teacher or pupil,—is pointed out for condemnation. The question whether a pleasant and cordial feeling subsists between the two parties is always raised. Any exhibition of sleepiness, unreadiness, habitual harshness, feebleness, want of magnetic power over the pupils, is sure to be censured; also, any irrelevancy or want of logical sequence and arrangement in asking questions, or in treating the subject; and finally, any violation of good taste and good manners, whether in attitude or in speech. And so earnest are all in seeking to profit from the exercise, that no one ever thinks of taking offense at the most pointed criticism, for all feel that, although ‘nothing is extenuated’, yet neither is ‘aught set down in malice’.

The final examination of the classes takes place at the end of the term, and is conducted as such examinations usually are in well-regulated schools. The young teacher is made responsible for the progress of his class during the term, and the result of his labors is recorded, so that his reputation in the University is made to depend upon his work as a teacher, as well as upon his scholarship. An opportunity is also presented to each one, in this way, to acquire experience, and to create a reputation in his profession, which will be at once useful to him in securing a situation and in discharging its duties when secured.

The benefit derived from this training by the pupil-teachers must be apparent to all. But the question has some times been raised whether this benefit is not acquired at the expense of the pupils; whether, after all, the case of each of these teachers is not analogous to that of a skillful oculist, who confessed that a good-sized hat would not hold the eyes he had ruined in acquiring his art. We think that any one who will examine the work of these young people, and compare it with that done in the common schools of our state, and particularly with that of inexperienced teachers, will not fail to come to the conclusion that the hat, in their case, is of less formidable dimen-

sions than it would have been if they had been left to themselves. And a more theoretic consideration of the case would give us this result. Every teacher brings to bear upon his work some degree of skill, derived from natural endowments, from recollections of his own scholastic training, or from his experience as an instructor. Now, these young teachers in the Model School have, besides these general opportunities, the practical suggestions that are made to them every day in the face of the difficulties they are called upon to encounter. But we are a practical people, as were our English political and social progenitors. And an old adage of theirs about the proof of a pudding will be very likely to occur to us here. And I take the liberty of submitting a report made by three well-known gentlemen of intelligence and character, who were requested to act as a committee to examine the classes in the Model School and to determine whether or not they had been well taught. Each of the members of this committee is, or has been, in some way, honorably connected with the cause of education. Mr. Thayer is the accomplished Principal of the Female College, Mr. Hatch is a prominent and active member of the Bloomington Board of Education, Mr. Norton is the able editor of the leading county paper, and was formerly Principal of the Model School.

REPORT.

The undersigned, who have acted as a committee to examine the Model School connected with the Normal University, would report the following as the present status of said school:

It now occupies six rooms upon the first floor of the Normal University, very comfortably accommodating about 170. The range of instruction extends from the first elements of primary teaching to the classics and higher mathematics. The High-School Department is under the charge of Mr. W. L. Pillsbury, a recent graduate of Harvard University, who seems to be admirably adapted to his present position. The Secondary Department is managed by Mr. L. B. Kellogg, a young gentleman who has won a high position in the University by his ability, energy, and fine scholarship. Miss Marion Hammond, of St. Louis, an experienced and very popular and successful teacher, is Principal of the Primary Department.

In the work of instruction, these responsible heads of departments are assisted by the teachers and advanced pupils of the Normal School. Profs. Stetson and Sewall, during the past term, had charge of classes in the High School, and a number of Normal Students, of the higher grades, assisted Mr. Kellogg and Miss Hammond. Some have opposed to this system objections which we do not consider well founded. Probably a majority of the Normal students, certainly a majority of those intrusted with classes, have heretofore had experience as teachers; and as their work is done under the immediate supervision of the principals, the result seems to be satisfactory to all parties. It is certain that the examinations conducted by these assistant-pupils indicated a far higher degree of scholarship than is attained by the majority of professional teachers.

We were present during the entire examinations, which occupied Tuesday and Wednesday, 15th and 16th inst., and from continued and critical observation, we are satisfied that the Model School is not surpassed in excellence by any institution of this sort in this country. The test questions, in all departments, were impartially distributed by lot. It is very seldom that we witness a more uniformly perfect series of recitations than those of Mr. Pillsbury's classes in Latin, Greek, History, and the Mathematics. But the mere drill in text-books was not all: the whole tendency of his teaching and example is to cultivate the amenities and graces of life, to refine and elevate. In the Primary Department we saw the children taught living ideas and facts in stead of mere lifeless words; while such a constant variety of exercises was successively introduced as to relieve the school discipline of its usual wearisome monotony.

The thorough manner of teaching by the assistant-pupils was well demonstrated by the reading of a class of little folks in the Primary Department. We are free to say that we never saw a class of children read so well and so thoroughly appreciate the meaning of what they read. What most surprised us was the promptness with which the class analyzed the most difficult words with scarcely a mistake. Their success in this respect would seldom be excelled by that of veteran teachers.

Throughout all departments, healthful gymnastic exercises, performed in time with music, are frequently introduced. Cleanliness and thorough ventilation are matters that receive constant attention. Music and rhetorical exercises are also included in the regular drill of the school.

On the whole, we are happy to pronounce the school an eminently useful and successful one, and as such we cordially recommend it to the favor of the public.

NORMAL, ILLINOIS, DECEMBER 18th, 1863.

H. B. NORTON,
W. M. HATCH,
G. THAYER.

A very important question in regard to the University is whether the counties avail themselves of the advantages offered to them by its organization. I regret to be compelled to say that there are yet a few counties (thirteen in number) that have thus far neglected to secure a representation among its students. They are not, of course, those counties in which the cause of education has made the greatest progress; not those in which, according to the tables in the Superintendent's Report, there is the best attendance upon the schools, the largest number of teachers' institutes, the highest monthly wages paid to teachers, the largest school libraries and finest cabinets and sets of apparatus, and the largest average rate of tuition per scholar. Indeed, it is evident that the very counties which are least represented in the institution most need its help, if there is in it any virtue. And, accordingly, it becomes a practical question of much moment how the claims of the University (or rather their claims upon it) may be successfully presented to the inhabitants of the counties.

Many localities in the state have been personally visited by the Principal, and some by other members of the Faculty. In every instance these visits seem to have been followed by good results.

Every such locality is apt, soon after, to be well represented in the University. But thus far we have gone out only in response to invitations, and only in a few instances have these come from counties hitherto unrepresented. So that this method, as heretofore pursued, does not seem to meet the case. In the face of these facts, what shall be done? Shall the Board organize itself into an educational missionary society, and, during a part of the year, convert its *employés* into colporteur and pioneer preachers of the gospel of free schools, and of special preparation for the business of teaching? Whatever can be accomplished by official correspondence seems to have been already done. Every county commissioner is regularly addressed, at least three times a year, either by catalogue or by circular, and recently a circular has been sent out with a written note attached, stating something of the peculiar relation of each county to the University. And we have not scrupled to urge upon delinquent counties the importance of availing themselves of the advantage which is theirs by right, but which, as matters now stand, others are enjoying to their loss. It would seem that something should be done as soon and as efficiently as possible to induce every county to fill out its representation, and to enjoy its share of whatever good there is in the institution. It ought, however, to be stated that within the last year and a half eight counties have for the first time availed themselves of their rights here by sending one or more of their young people here for training.

During the months of September and October a Teachers' Institute was held in connection with the daily sessions of the University, and continued for four weeks. We had been assured that such an institute was greatly needed and would be largely attended by the teachers of the state. The Institute was repeatedly advertised in the *Illinois Teacher* and in some of the papers. Circulars announcing it in full, with an order of exercises, were sent to every county commissioner within sixty miles of Bloomington. Eminent teachers and educational men from other parts of the state were engaged to lecture before the assembled multitude. It was distinctly understood that there would be no expense for tuition, that nothing would be to pay except board, at the rate of \$3.00 per week. Having thus spread the announcement as far and wide as our means would permit, we anxiously awaited the result. Eagerly we looked for the 14th of September. At last it came, and after it the 15th, the 16th, and the 17th, and the grand gathering counted up, all told, fifteen persons, requiring two places in the decimal notation and as many Arabic characters to express them!

But the mountain was determined not to have its labor for nothing.

And so the exercises were conducted with as much care, and with as thorough preparation, as if the throng had numbered hundreds,—the squad was drilled in all the maneuvers of a regiment. And I am happy to say that most of the teachers fully made up in quality what was lacking in quantity. In reference to them we can say that not those who most needed the help of an institute seemed to have taken the greatest possible pains to be present. As the subject of holding such an institute in connection with the University is under consideration by a committee of the State Teachers' Association, we shall probably be able in future to act with a better knowledge of the circumstances.

One of the pleasantest things connected with the institute was that it was the occasion of the delivering before the members, and the students of the University, of a most valuable address on the 'Use of the Bible in Education', by Hon. J. P. Brooks, Superintendent of Public Instruction. The address was very pleasantly received by the school and the institute, and its wise practical suggestions will no doubt be of great use to those who are to be practical teachers. The institute was also the occasion of the first meeting of the County Commissioners, which, we trust, is only the beginning of a series of meetings of the same kind, to be continued for many years. These officers have it in their power to do a vast good in connection with the progress of popular education; and these meetings, promoting, as they do, concert of action and more enlarged and correct views, are certainly full of the promise of good results.

The Normal-School room has until this year contained only 200 seats. Forty more have been temporarily supplied. This room ought to be permanently furnished so as to seat 300 or thereabout. At present, if all the counties should claim their rights by law, our numbers in the Normal Department would be 289—214 from counties, and 85 from representative districts. 300 seats would be only 11 above our legal needs.

With the increase in the number of students has come, among other things, a great increase in the consumption of water. This has been so great that during a part of the present term we have been compelled to haul water from the slough at the lower end of the Normal enclosure. It is very desirable that a pipe should be laid, that water could be pumped from the creek directly into the reservoirs. The boiler-grates also require certain repairs.

Miss Hammond, the very successful teacher of the Primary Department of the Model School, is now receiving a lower salary than she would have had in St. Louis. I hope the Board will feel disposed to

put her salary at \$600. For the quality of her teaching I refer to the Report already alluded to.

During the term that has just closed the proceeds from tuition in the Model School have been \$741, against \$358 for the corresponding term last year.

Heretofore the tuition fees for each of the second and third terms of the scholastic year have been in excess of those for the first term. Should this be the case this year, we shall derive from this source an income of \$2300 or \$2400. To this is to be added, say, \$600 to be received from the school district, which will give an income of nearly \$3000 for this school. As at present organized, the salaries paid in it amount to only \$1500—only one-half of the income. But it would not be wise to base our calculations upon this expectation of continued financial success. It is quite possible that our income may fall off in amount, although at present we see no indication of it; and it will be well to keep clearly within the probable amount we can afford to expend. But when it is considered that the proceeds of the present term, together with what we are supposed to be sure of receiving from the district, comes within about \$150 of paying the entire year's expenditure for salaries, at present rates, it would seem that a slight expansion might safely be risked.

Gentlemen, the University, it must be conceded, is in a state of comparative prosperity. And the fact is undoubtedly a cause of rejoicing to every friend of popular education. But we know not what may be in the future. There are a thousand influences that may affect us injuriously. A financial crash would undoubtedly work us vast mischief. To make the institution a foot-ball for the different political parties would be its almost sure destruction. To attempt to make it the instrument of a sect, the exponent of a denominational formula, would inflict an injury no less fatal. And all these, and many more disasters, are possible, although we hope that some of them, at least, are in no wise probable. But whatever the coming years may bring forth, we shall always have this source of consolation, that now, in its day of prosperity, its halls crowded with earnest seekers after a symmetrical culture, it owes its high position before the public, not to any blazing pretension, empty superficiality, noisy clap-trap, or ephemeral hobby, but to earnest, solid work on the part of its teachers and students, and to prudent, public-spirited and unselfish supervision on the part of the Board.

RICHARD EDWARDS, Principal.

FROM TWO POINTS.

I.

Forty-eight bodies all restless and moving,
 Knowing no quiet from morning till noon,
 Stilling a moment at each new reproving,
 Stilling a moment, and stirring as soon.

Ninety-six lips that are eager to chatter,
 Aided, abetted, by ninety-six lungs,
 Heedless alike both of manner and matter:
 Babel was naught to this clatter of tongues.

Ninety-six eyes of all colors and sizes,
 Watching for *sights*, and enjoying them too:
 Mischievous plottings and mirthful surprises
 Mirrored I see in the black, gray and blue.

Ninety-six feet that are ready for action,
 Ready for play when their school time is o'er:
 Soon shall I see, with intense satisfaction,
 Two of them bear the last child from my door.

II.

Forty-eight souls to be fitted for living,
 Fitted to die when the warfare is done.
 How am I teaching, what aid am I giving,
 What help for battle, that victory be won?

God grant these lips, now so eagerly moving,
 Ever be ready to speak for the right,
 Scorning oppressors, the sinful reproving,
 Teaching the mourner through prayer to find light.

God grant these eyes, that are dancing with gladness,
 May not be blinded by sorrowful tears,
 Send to these children but little of sadness,
 Keep them from sin through the long coming years.

Onward these feet still must press in life's journey,
 Over the roses or thorns as they come:
 God give these children endurance and courage,
 Bless them, and keep them, and guide them safe home.

THE SCHLESWIG-HOLSTEIN QUESTION.

THE other morning one of our pupils, who goes about with his eyes and ears open, came to our desk and said "What do the newspapers mean by the Schleswig-Holstein Question?" That afternoon, after the books were laid aside, the subject came up as a general exercise. Teacher and pupils asked and answered all sorts of questions bearing upon the question, until, when we dismissed the subject, it was generally understood.

We propose to make that general exercise the basis of this article.

Denmark comprises the Peninsula of Jutland, the Duchies of Schleswig, Holstein, and Lauenburg, and numerous islands on the east, the largest of which constitutes the province of Zealand.

The Danes occupy Jutland, Zealand, and part of Schleswig; the Germans inhabit Holstein, Lauenburg, and the greater part of Schleswig.

The Duchy of Lauenburg was ceded to Denmark by Prussia in 1815, in exchange for Pomerania, a duchy lying on the Baltic. The connection of Holstein and Schleswig is of more remote origin. In the early times the modern principle of nationality was unknown, and populations readily united or parted, according to any changes in the persons or fortunes of their rulers. So it happened that after years of contest the states elected in 1439 Christian, Count of Oldenburg, king, from whose grandson, the infamous Christian II, the crown passed in 1523 to Frederic I, Duke of Schleswig and Holstein. His son and successor, Christian III, united these duchies to the crown in 1534, bestowing a portion of them upon his brother Adolph. Here originated the two branches of the ducal family. The elder of the two is still in possession of Denmark and Holstein. The younger, which became known as the house of Holstein-Gottorp (so named from the castle Gottorp belonging to it), subsequently produced two other branches, the elder of which is represented in the Czar of Russia.

So it happened that the King of Denmark was Duke of Holstein and Schleswig, although each of the three had an autonomy of its own. When the present Germanic Confederation was formed, the King of Denmark became a member of it as Duke of Holstein and Schleswig. But the administrative arrangement of the kingdom being found to be exceedingly cumbrous and embarrassing, the government desired to

replace it (as Great Britain did long ago) with one national parliament. Accordingly in 1834 Frederic VI granted a liberal constitution and united the duchies under a representative government common to the other Danish provinces. This measure the Germanic Confederation opposed. It was not, they claimed, a question for Denmark alone to settle, since the duchies, though part of Denmark, were also members of the German Confederacy. A new doctrine was elaborated, which is known as the Holstein-Schleswig theory. According to it the duchies had been united for four hundred years under the king-duke, and were independent of Denmark proper. Thus Holstein being part of Germany, and Schleswig being indissolubly united to Holstein, it followed that Schleswig-Holstein was part of the great Fatherland. It was true that the majority of the Schleswigers spoke Danish, but that was their misfortune. It seems never to have occurred to the propounders of this ingenious argument that it might be turned round. If Schleswig is Danish, as, by its history and the original language of its inhabitants, it certainly is, it follows, according to the doctrine of indissoluble union, that Holstein must be Danish, too.

Various modifications of King Frederic's constitution have up to the present time excited the jealousy and opposition of the German Diet, the Danish government making concession upon concession for the sake of peace.

In the mean time a new difficulty arose consequent to the expected extinction of the male line in the reigning family. In Denmark proper the crown is transmissible to females; in the duchies the old Salic law prevails, according to which the crown can only descend to heirs male. In this state of affairs the king, Christian VIII, in 1846, issued a proclamation declaring the duchies, with the exception of a part of Holstein, indissolubly united with Denmark, and that the laws of succession should be uniform throughout the kingdom.

Serious complication arose out of this proclamation; and when Frederic VII mounted the throne, in 1848, the duchies revolted and appealed to their German brethren for assistance. They were aided by Prussia, who sent a large force to Schleswig, drove out the Danes, — who had found little difficulty in putting down the insurgents there, — and invaded Jutland. England and Russia here interfering, Prussia withdrew, Austria gave her influence to Denmark, and the duchies were forced to submit, after having been signally defeated at Idstedt in 1850.

The question of the succession was referred to a convention of the

great powers of the North and West of Europe, held at London, in 1852. In this conference England, France, Russia, Austria, Prussia and Sweden took part. They undertook to change the order of succession both in Denmark and in the duchies, designating for the succession Prince Christian, of the Sonderburg-Glücksburg line, the father of the Princess of Wales and of the new King of Greece; an arrangement which gave great dissatisfaction both to Denmark and to Schleswig and Holstein,—as in the event of the extinction of this family Prussia reserved her ancient right of succeeding to a portion of the duchies. Frederic, feeling himself pledged to the foreign powers, succeeded in having the measure adopted, after having dissolved two parliaments for refusing to do it.

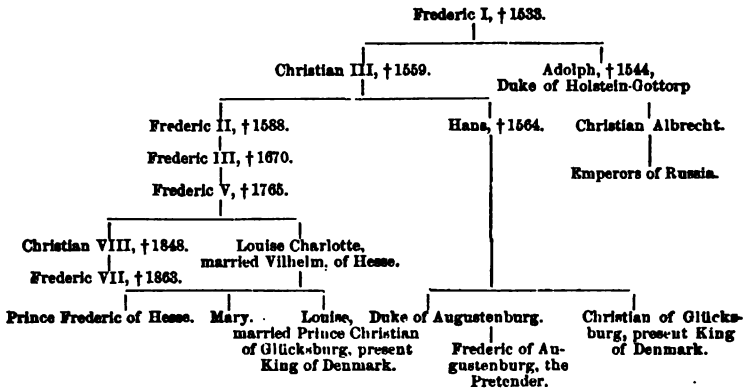
Since the convention of 1852 a new complication has arisen, in consequence of the demand of Germany that Holstein, Lauenburg, Schleswig, and Denmark proper, shall each have an independent parliament of its own, and *an equal vote* in the administration of the kingdom. It is evident that such an arrangement would not work. Its injustice may be seen by the fact that the petty province of Lauenburg, with a population of only 50,000, should have an equal vote with Denmark proper, which has a population thirty times as great. Holstein, with a population of 500,000, and Schleswig, with 400,000, would likewise possess a veto on the imperial legislation of the Danish kingdom. Under such a constitution Denmark would be virtually a dependency of Germany.

Affairs rested along in this unsatisfactory state until the death of Frederic VII, which occurred November 15, 1863, brought on a crisis. According to the terms of the London convention, Prince Christian of Glücksburg became king of Denmark under the title of Christian IX.

The Germans now repudiate the arrangement of the convention. Prince Frederic of Schleswig-Holstein-Sonderburg-Augustenburg, who was banished from Denmark because of his connection with the revolution of 1848, and who even sold all his claims, including his right of succession to the crown, for two million dollars, is the heir to the dukedom of Schleswig-Holstein, and now claims the succession on the ground that the London conference was not authorized to dispose of his rights.

"We do not care who is king of Denmark," say the Germans, "but Christian IX shall not rule over Schleswig and Holstein; they must be assigned to Frederic of Augustenburg, and thus become part of the Germanic Confederation."

Putting the case into the shape of a pedigree, the more clearly to represent it, it stands thus :



Frederic I, who died in 1533, had three grandsons, Frederic, Hans, and Christian Albrecht, who were the progenitors of the lines with which we have to do. From Frederic came the royal Danish line just extinct as far as male heirs are concerned. From Hans two lines, Augustenburg, and Glücksburg. From Christian came the present Imperial House of Russia. By the law of Denmark, Frederic VII dying without issue, Prince Frederic of Hesse was clearly heir to the throne. But he renounced his rights, and his sister Mary did the same. The crown therefore fell to Louise, who renouncing her rights in favor of her husband, Prince Christian is accordingly the present king.

Such are the materials of this stormy and complicated dispute. We need not look far to see that Germany is actuated by self-interest only in the course she has taken. It is only repeating in a more tedious form the fable of the wolf and the lamb. The truth is, the existence of Denmark as an independent power is fatal to the creation of a German marine, and Germany desires above all things to be a great naval power. What little seaboard it has is ill-furnished with harbors; and what harbors there are are in a great measure commanded by other powers. Trieste is not likely to remain German property very long. The Baltic harbors are poor and, with Denmark hostile, are of little use. The North-Sea harbors, except Bremen, are commanded by Denmark or Holland. Now, if only Schleswig and Holstein could come into German hands and be subservient to German interests, the whole state of the case would be changed. Denmark would be practically dependent on Germany, and a set of admirable harbors, both upon the Baltic and upon the North Sea, would be placed at the disposal of the German fleet. Again, Denmark has given her subjects a

constitution granting an amount of civil liberty exceeded in no country in the world, and there would soon be a free German community, exiles from every German state, conspiring, writing, printing, haranguing, within hearing of Germany. Such a danger must be nipped in the bud. So Denmark's very virtues are turned against her.

Not to prolong the subject further, the true Schleswig-Holstein question is simply whether the German is or is not to be master of the Dane, and of all the maritime advantages which the Dane possesses.

How it is to be answered we can not now foresee. It is not probable that the Danes will be able unassisted to prevent the Germans from overrunning the kingdom. The action of England before the Germans invaded the Danish possessions seems to point to her as the party to interfere. It was at her instance that the treaty of London was signed. It is not to her interest to allow the highway of nations to fall into hands that may close it. France does not wish Germany to have a navy, and Russia would much prefer that the control of the North Sea and the channels leading into the Baltic should remain in the hands of a third-rate power like Denmark, than to pass under the control of Austria or Prussia. It is easy to see that the interests of England, France, and Russia, lie with Denmark.

Whatever settlement comes, it will be a compromise, and it will not be welcome to a large party in Europe. The commencement of hostilities has been hailed with joy throughout the continent, from the great advantages it was likely to bring to the liberal cause and to the oppressed nationalities. In every portion of Europe the combustible materials lie scattered ready for the match; and if they are kindled into war no human power can set bounds to the conflagration, or predict the limits of its rage.

THE NATIONAL ASSOCIATION.

ITS LABOR AND AIM.

THERE have now been five sessions of the National Teachers' Association. In point of numbers and extent of country represented by it, it is clearly deserving the title National—as every one knows who attended its last meeting. The influence which it has exerted in ad-

vancing the interests of education has kept even pace with the increase of its membership. A common understanding and unity of action have arisen which are beginning to modify local systems and practices, to their material improvement. A mutual acquaintance and community of feeling have been established between the educators of our country, the teachers' profession has been elevated, and a national spirit of education has been encouraged.

These are among the results which have naturally arisen from the annual gathering-together of the educational minds of the nation. But, aside from these, has there been any progressive step taken which the association can claim as the result of its own special labors? Movements for educational reform in the various state systems have very generally been initiated by similar gatherings of the teachers of those states, and they may justly claim the credit of introducing very many of the improvements which have been brought about by state legislation. Is there no similar ground for the National to occupy? Or is there no need of the recognition and encouragement of the great work of education by the national government as there has been by many of the state constitutions and legislatures?

There is still room for great improvement in the systems of those states which are the most advanced, while in many of the states the system is yet to be devised, or, if there is one, it is very imperfectly developed. There is, besides, the vast area of the territories, rapidly being settled and calling upon the experience of older states to assist in forming their institutions. The great work of establishing methods of education in our country is as yet barely commenced, to say nothing of the labor of improving and perfecting those already existing.

In view of these facts, there arises an important question, whether there should not be established some centre of accumulation and distribution, which might materially assist in advancing the work, and whether this agency ought not to be established by national authority and sustained by government patronage. Some of the European nations consider the Minister of Education to be at the head of one of the most important departments of state. Should it be the case that in our own government, whose prosperity is proportioned to the intelligence of its people, there is not so much as a national bureau of education?

These suggestions are thrown out with a hope that they may receive the attention which their importance demands, from those in charge of the National Association.

W.

SHOULD TEACHING BE A PROFESSION?

START not, kind teachers, at our caption. You are awake. You live in the nineteenth century, and in the State of Illinois, whose live teachers feel an honest pride in the fact that to her belongs the honor of being the first to grant State Diplomas—one of the first steps toward making teaching a profession,—thanks to Newton Bateman, the *Horace Mann of the West*, and his coadjutors.

We ask this question, because in Chicago three or four Rip Van Winkles have within the last year shown signs of life and been honored with high educational positions,—if being *elevated* to a station for which one is totally unfit, either by culture, taste, or appreciation of duty, is an honor. We hear such remarks as these from these relics of the past: "Teaching never was and never can be a profession." "We never could see why a talented and enterprising young man or woman should engage in it as a permanent employment." "We taught five or six years, and that was too long." Our readers will not understand us as taking issue with this last remark. Our sympathies are with the pupils, for we have no doubt they would respond with a hearty *amen*.

Seriously, it seems to us like questioning first truths. It saps the very foundation upon which all progress is based. It discourages professional preparation, zeal, and enthusiasm, and makes the business of teaching but a stepping-stone to some other calling. Common sense dictates that patient, progressive instruction and experience is beneficial to the farmer; and we find that his stock and lands give their testimony in favor of the aged man's wisdom acquired by years of labor and numberless experiments. The accumulating wealth of the merchant gives its evidence that progress is made in this department by organizing the experiences of life into an active power. Who would not sooner trust his fortunes to one who had breasted the stern realities of many a commercial crisis than to an adventurous speculator? To whose care do we intrust those near and dear to us in hours of sickness and peril? Do we regard professional knowledge as of any use to them? Do we call for counsel the young physician, or the old? And when we take a ticket in the lottery of the law, with all of its uncertainties, do we pay our money to Youth and Inexperience, or to him who has spent years in the study and practice of his profession? For guidance and direction in those things that pertain to our spiritual interests, do we not lean on him who has drank deeply at the

fountain of knowledge, and been strengthened by the trials incident to human life?

In every department of life, adaptation, qualification, and successful application, are sought and found more frequently among the old than the young. Can it be that guiding and controlling mind requires less preparation, study, and accumulated knowledge, organized into a faculty, than any other profession, and that in the work youth alone is successful? In family government we have some times seen the order reversed, but have never been able to appreciate the benefits derived from the change.

But why pursue this part of our subject further? If teaching should not be a profession, then have the labor of such men as Horace Mann, Pierce, Barnard, Page, Northrop, Philbrick, Bateman, Edwards, and a host of others, been misdirected. Surely these men do not stand as pigmies beside those who, assuming to act the part of guardians of the interests of education, utter sentiments so at variance with the spirit of the age: an age when sound educational principles are being disseminated throughout the North; when every where in the growing West educational men are vieing with the more mature East in the application of a higher standard in the employment of competent and experienced teachers, the erection of suitable school-houses, the purchase of apparatus and reference-books, and in all that tends to human improvement.

What we want, to give dignity and permanency to our profession, is men for Commissioners, Superintendents, and Boards of Education, who are capable of performing their duties. They should be qualified to examine a teacher or a school. We know that it is some times remarked that where there is a Superintendent of Schools it is not so necessary for the members of the Board of Education to be fitted for these duties: ignorant members can listen, and then judge. We only remark that those animals noted for length of ears have been rejected by our City Railway Company as being too slow for the age, the cheapness of keeping them being no inducement for the infliction.

School Inspectors and Superintendents should visit schools, and remain long enough to see if the teacher has merit, and then reward it accordingly; and not, as is too frequently the case, visit the school as the humming-bird the flower, for they may not have the bird's instincts.

Again: Salaries should be such as to induce the best talent to enter the profession as a life-calling. A successful teacher should secure for his labor a competency to support him in his old age, as well as the merchant, the lawyer, and the doctor. It is the duty of every teacher to demand it: the people are in favor of it, and all school-

officers who oppose the claims of justice will cease to misrepresent the feelings of their constituency.

The days of 'boarding round' are passed: so should be the days of free tickets on railways, to lectures, gymnasiums, museums, and other places of amusement. There is no good reason why teachers should not be able to pay as they go. They are enemies, and disgrace the profession, who stand, like Italian beggars, seeking the charities of a community for those who work for half-pay. Justice first; Charity afterward. Let those who have zeal labor to secure the former.

When our best and wisest men take charge of our schools, as members of Boards of Education, they will give their attention to the building-up of a noble profession. They will have less trouble with headstrong teachers, for they will fear ignorance, incompetency, and indifference, more even than the unpardonable sin of introducing partisan loyal questions into institutes.

W. W.

WHY FRACTIONS SHOULD NOT IMMEDIATELY FOLLOW DIVISION.

IN the arrangement of the subjects in Arithmetic we must follow either a *logical* or a *natural* order. The logical order would be—1st, Scales and Notation; 2d, Reduction of Scales; 3d, Addition, because no addition can be made in any scale without *reduction*. Again, decimals should be taught with integral numbers, because they belong to the decimal scale. Now, such an order, though perfectly logical, would be absurd for an elementary work. In the natural order, let us ask what the child would naturally learn first and most easily, what subjects are most simple, what subjects will best unfold the reasoning faculties, and cause the mind to discriminate, to compare, and to draw conclusions. The simplest subject is evidently the *integral portions* of the decimal scale: hence it is naturally placed first; the reduction of it is so simple that it is omitted. Then follows addition, etc., and after division we have finished the decimal scale. Now which is the next in order of complexity: is it the *integral denominate scale*, or the *fractional scale*? Common sense tells us that a scale varied by *integral* numbers is much more simple than one varied by *fractional* numbers. The only argument that can be used against this order is that in one or two of the denominate scales fractions occur. To this I answer that these fractions, if treated properly (that is, the same as the denominate numbers themselves), will cause no

trouble to either pupil or teacher, and the mental discipline will prepare the pupil to undertake the more difficult investigations of the fractional scale.

In conclusion, I will add that the views as above expressed are beautifully carried out in Felter's *Arithmetical Analysis* and Eaton's *New Series of Arithmetics*, the latter of which received so flattering a review in the November (1868) number of the *Teacher*. M. J. V.

LONGING FOR HOME.

A song of a boat:—

There was once a boat on a billow:
 Lightly she rocked to her port remote,
 And the foam was white in her wake like snow,
 And her frill mast bowed when the breeze would blow,
 And bent like a wand of willow.

I shaded my eyes one day when a boat
 Went courtesying over the billow:
 I marked her course till, a dancing mote,
 She faded out on the moonlit foam,
 And I stayed behind in the dear loved home;
 And my thoughts all day were about the boat,
 And my dreams upon the pillow.

I pray you hear my song of a boat,
 For it is but short:—
 My boat, you shall find none fairer afloat,
 In river or port.
 Long I looked out for the lad she bore,
 On the open, desolate sea,
 And I think he sailed to the heavenly shore,
 For he came not back to me—
 Ah me!

A song of a nest:—

There was once a nest in a hollow,
 Down in the mosses and knot-grass pressed,
 Soft and warm, and full to the brim;
 Vetches leaned over it purple and dim,
 With buttercup-buds to follow.

I pray you hear my song of a nest,
 For it is not long:—
 You shall never light, in a summer quest
 The bushes among,—

Shall never light on a prouder sitter,
 A fairer nestful, nor ever know
 A softer sound than their tender twitter,
 That wind-like did come and go.

I had a nestful once of my own,
 Ah happy, happy I!
 Right dearly I loved them: but when they were grown
 They spread out their wings to fly.
 O, one after one, they flew away,
 Far up to the heavenly blue,
 To the better country, the upper day,
 And — I wish I were going too.

I pray you, what is the nest to me,
 My empty nest?
 And what is the shore where I stood to see
 My boat sail down to the west?
 Can I call that home where I anchor yet,
 Though my good man has sailed?
 Can I call that home where my nest was set,
 Now all its hope hath failed?
 Nay, but the port where my sailor went,
 And the land where my nestlings be:
 There is the home where my thoughts are sent,
 The only home for me —
 Ah me!

JEAN INGELW.

MICHIGAN DEPARTMENT.

CONDUCTED BY J. M. GREGORY, J. M. B. SILL, AND A. S. WELCH.

SCHOOL GOVERNMENT.

THE importance to our schools of good government can scarcely be over-estimated. Its lack is far too common. Annually, considerable numbers of the schools are either entirely broken up, or rendered useless, if not pernicious, by the teachers' failure to govern. In some, violence and disorder have been the rule; endless struggles inflame the passions of teacher and pupils, and petulant scolding, rising often into fierce invective, and culminating in heavy blows, exasperates and sours the temper, and fills the heart of childhood with the malignant

feelings of hatred and revenge. A stern and angry despotism contends with a wild and rebellious anarchy, and the peaceful love of learning is driven away. The generous thirst for truth is quenched in the prevalent spirit of bitterness and muttered cursings. And in others, the absence of all order and restraint leaves each pupil to do what seems 'good in his own eyes', and the teacher escapes all conflict by virtue of his inoffensive good nature and easy indifference. Content to enjoy his own slipshod ease, he heeds not the thousand pranks by which his pupils seek to amuse themselves, and sober-faced, earnest study finds no place there to rest the sole of her foot.

If the former government was anarchy, this latter is chaos. Between these two extremes, and approaching one or the other by various degrees of likeness, there are hundreds of schools where the government, if not an absolute failure, is still far from being a success. In stead of a great and benign educating force, such as it should be, helping on, with its kindly and regulating influences, all the other work of the school, it is a constant and grievous burden to both teacher and taught, wearing upon them as some ill-fitting yoke, and exhausting, with its unremitting strain, both their patience and their strength. A badly-governed school must be for ever a poorly-taught school; while a well- and wisely-governed school can not fail of beneficent results.

But if good government is so important to the school, how much more important to each individual pupil! How inadequate the education of any human soul that has not been taught to love order and obey law! A little reflection will convince every thinking mind that there is no educating influence in the school-room so powerful and so benign as that of good government. A silent presence, it rests down, with its great framework of law and order, upon the mind and body of each pupil, and, like some mighty seal, impresses its form and signature upon the conduct and character. If he abides steadily under such influences, the pupil grows up into orderly habitudes of thought and action, till he rises to the power and dignity of a self-governed soul.

The importance of good school-government is only equaled by its difficulties. To hold in quiet fifty pairs of little hands and feet not wonted to keep still; to repress to silence fifty little tongues itching to whisper to their comrades some sudden thought or fancy; to control within the limits of good order the quick, volcanic impulses of unschooled children, bursting with sudden joys, angers, griefs, and eager curiosity; to check with awe the willful and wayward hearts of these passionate and unreflecting natures, irritated by the unnatural constraint of their confinement and their tasks, incited by the presence

of so many kindred beings, and rendered perverse, it may be, by a long course of bad management at home; to inspire all this mass of childhood with the common aims, and to engage it heartily in the common work of the school; to secure from each the due amount of study, so that the several classes may go forward together; to administer justice to this little community of hasty and irascible spirits; to do all this, and more, under the criticism and watchful jealousy of all the parents in the district, some times more captious and unreasonable even than the children themselves; to do it hour after hour, and day after day, with unremitting vigilance and unflagging strength, in sickness and in health; and to do it, moreover, while the brain is racked and every faculty is strained to its utmost with the duty of teaching half a score of studies, grappling each hour with the brain-splitting problem of making the dark things of science light to childish minds, and its high things accessible to their feeble reach; well might the strongest and wisest shrink from a task so herculean, so seemingly impossible. And when we reflect that those who are called to this severe work are not the men of ripe years, and large experience, and mature strength, but often slight girls and beardless youth, scarcely out of their own childhood, the wonder will be, not that so many fail to govern well, but that any govern at all. Well may we ask the fault-finding parents to cease from their thoughtless and heart-crushing censures, and lend a helping hand, or at least an encouraging smile, to the pale-faced and wearied teacher, who daily faces, in yonder school-room, a task so mighty and yet so important as this.

G.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

USE OF BLACKBOARD.—A blackboard is indispensable in every school-room. Around all, especially the recitation-rooms, should there be a girdle as high as the pupils can reach. If it is too late to build it in the wall with cement, let it be painted upon it. Some of the preparations of liquid slate are excellent, besides having the desirable quality of cheapness. We have in our own school-room 120 feet, a part of it of each kind, and prefer that painted upon a smooth, well-finished wall, to the cement. For training the eye and hand of the

pupil, for developing ideas of form, size, and distance, for various other class-exercises, and especially for map-drawing, there is nothing equal to its use.

What is its value in teaching arithmetic? Here the aim is to secure the most thorough understanding of the principles of the science and the greatest familiarity with their application. The first question which arises is, Does the class understand the rule or principle involved? If not, all needed explanations and illustrations should be given, the crayon being in the hands of the teacher or one of the class, and the rest giving strict attention, asking questions and presenting difficulties until every thing is made clear.

Next comes the application, the test of knowledge, and the most important part of the exercise. This should be by presenting problems which the class have not had opportunity to study, easy of comprehension and simple in application at first, but gradually growing more difficult. Let us look at some of the methods.

1st. A pupil is called to the board and an example given him to solve, while the class observes his work and corrects his mistakes, if any. The mind of this one pupil is actively engaged, and the theory is that all are equally so. The practice, however, falls short, for a large portion of the class—the very ones who stand most in need of the discipline—will pay only a listless attention, following the work on the board with a dull eye, and the mental process but partially, always skipping the difficult points. Opportunity for the most profitable labor of the recitation is lost. It is desirable that every one of these pupils be compelled to go through with the same labor as the one at the board.

2d. Call the whole class up and give *all* the same example. Now all are active, and if each one solves the problem entirely independent of every other, it is well. But if pupils stand side by side, it is quite impossible for them to go through with the solution without reference to each other's work, especially if one is a better scholar than another. We do not wish to accuse them of willful deception. In this position their eyes will naturally and almost unconsciously command greater space than that occupied by their work, and we expect too much of them if we think that every one will, under the circumstances, resist the temptation of glancing at his neighbor's.

3d. Number the class and give two examples—one to those with odd numbers, and another to the rest. The temptation is, to a great extent, removed. After the solution, call for an explanation. While half of the class is actively interested, the time of the other half is largely wasted, for they have given no thought to the problem. This

objection applies with still greater force when each one receives a different example and is in turn called upon to explain his solution.

4th. Let the example be given for the class to work upon their slates, while the teacher passes among them, overlooking their work, and giving individual suggestions when desirable. After solution, if all agree, pass to another example; if not, all will be interested in listening to an explanation and finding where they have made their mistakes.

We have found that, in practice, this method secures a more thorough previous study of the principles involved, and a larger amount of mental activity and individual labor during the time of the exercise. We can imagine circumstances where the plan would need to be modified, but these should be the results sought in every recitation.

SOLUTIONS.—73. $19\text{£ } 19\text{s. } 11\text{d. } 3\text{far.}$ is 1far. less than 20£ ; and as 1far. is $\frac{1}{240}\text{£}$, the price per acre is $19\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{£}$. The common denominator of $\frac{1}{240}$, $\frac{11}{240}$, and $\frac{3}{80}$, is 960. The numerator of the first, when reduced, is 19×48 ($19 \times 6 \times 8$) = 912; of the second, 11×4 = 44. Adding these to the third, we have $\frac{956}{80}$. The amount of land was $19\frac{5}{8}\frac{11}{16}\frac{3}{8}$ acres. The problem is to take $19\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{£}$ $19\frac{5}{8}\frac{11}{16}\frac{3}{8}$ times. Twenty times $19\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{£}$ is 20far. or 5d. less than 400£ , or $399\text{£ } 19\text{s. } 7\text{d.}$ In this operation the multiplier is too large by $\frac{1}{80}$, hence the product should be diminished by $\frac{1}{80}$ of $19\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{£}$. As there are 960qr. in 1£ , $\frac{1}{80}$ of 19£ will be 19qr. , or $4\text{d. } 3\text{qr.}$; $\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{£}$ is 959qr. , and $\frac{1}{80}$ of 959qr. is $\frac{959}{80}\text{qr.}$ The former product ($399\text{£ } 19\text{s. } 7\text{d.}$) is too great by $4\text{d. } 3\frac{5}{8}\frac{11}{16}\frac{3}{8}\text{qr.}$, which being taken away leaves $399\text{£ } 19\text{s. } 2\text{d. } \frac{1}{80}\text{qr.}$ A. L.

Solved also by N. O. Mitchell.

77. If $\frac{N}{D}$ is in its lowest terms, then,—1st, It will circulate if there is any prime factor in the denominator except 2 or 5. 2d, It will be a mixed circulate whenever 2 or 5 appears as a factor in the denominator. 3d, If mixed, there will be just as many figures in the terminate part of the decimal as there are 2s or 5s appearing as factors in the denominator. 4th, If the repetend is perfect, there will be as many figures less one in the repetend as there are units in the denominator of the given fraction; if imperfect, the number of figures in the repetend will be some measure of the number which indicates the units less one in the denominator.

RUSTICUS.

78. Dividing 2d equation by y , and transposing, $x = y + 3$. Clearing 1st equation of fractions, and transposing, $(x-4)\sqrt{x+x} = y^2 + y + 2$. Substituting for x its value, and transposing, $(y-1)\sqrt{y+3} = y^2 - 1$. Dividing by $y-1$, $\sqrt{y+3} = y+1$. Squaring, and completing square, $y + \frac{1}{2} = \pm \frac{5}{2}$: whence $y = 1$; $x = y + 3 = 4$. A. L.

79. If he sold $\frac{1}{2}$ the cloth for $\frac{2}{3}$ the cost of the whole, he gained $\frac{1}{3}$ — $\frac{1}{3}$, = $\frac{1}{3}$ the whole cost. He sold $\frac{1}{2}$ the remainder, or $\frac{1}{2}$ of the whole, for $\frac{1}{2}$ of what he sold the first for, $\frac{1}{2}$ of $\frac{2}{3}$, = $\frac{1}{3}$ the cost of the whole. If he sold $\frac{1}{2}$ of the cloth for $\frac{2}{3}$ of the cost of the whole, he lost $\frac{1}{3}$ — $\frac{2}{3}$, = $\frac{1}{3}$ the whole cost. On the remainder he neither gained nor lost. $\frac{1}{3}$ (what he gained) — $\frac{1}{3}$ (what he lost) = $\frac{2}{3}$, the whole gain. This reduced to a decimal is .133, *Ans.* E. MANIERRE, Moseley School.

Also by C. E. Mould, B. Stobie, and E. N. Rose, of the same school; H. Stevens, H. Briggs, G. Smith, Brown School; G. B. Nay, and R. Downs.

80. At the corners there are 4 squares, of 4 sq. rods each, or 16 sq. rods in all. This deducted from the whole area of the walk (160) sq. rods) leaves 144 sq. rods, the area of the remainder. One-fourth of this, 36 sq. rods, is that part of the walk opposite one side of the square. Dividing 36 by 2, the width of the walk, we have 18, the number of rods along one side of the square. G. SMITH, Brown School.

Solved also by G. B. Nay and R. Downs.

The solution of the 71st problem (March) should have been credited to M. J. V.

PROBLEMS.—81. Two men bought a dressed beef weighing 400lbs., paying \$10 each for it. They wish to divide it so that the one receiving the hind quarters shall pay 1 cent per pound more than the other. What shall be the weight and price of each one's portion? L. C. A.

82. A can do a piece of work in $\frac{2}{3}$ of a day, B in $\frac{1}{4}$, and C in $\frac{1}{5}$. How long will it take all of them to finish it after A has worked half a day? M. V. B. S.

83. If I buy sugar at 12 cents per pound, and lose 5 per cent. in weighing it out and 10 per cent. by bad debts, how much ought I to ask per pound to make a clear profit of 14 per cent. on the cost? M. J. V.

84. In a circular field 32 rods in diameter there is a triangular park the corners of which are in the circumference of the field. One side of the park is 26 rods in length, and a line drawn from this side so as to bisect the angle opposite is 23 rods in length. What is the length of each of the other two sides of the park, and how many square rods does it contain? O. E. S.

PRIMARY INSTRUCTION.—It can not be too strongly borne in mind that thorough and systematic instruction in the primary classes of our public schools is absolutely indispensable to all successful advancement in the higher departments. Superficial and imperfect knowledge here can not fail to exercise a blighting and discouraging influence throughout every subsequent stage of the course. S. S. RANDALL.

EDITOR'S TABLE.

EDITOR'S CHAIR.

HO FOR CALIFORNIA! — Who has not been dazzled and tempted by the glowing reports which have come, from time to time, concerning teachers' wages in California? Few of us, we believe: and many a half-paid pedagogue is looking to a removal to the Pacific coast for a sure relief from the ills that now beset him. Now, good friends, we are sorry to be obliged to say that some of that gold is only glitter. The State Superintendent, Hon. John Swett, in his report for 1863, says "The average salary of all the teachers in the state is found by the returns to be \$80 per month; *but as teachers are paid only for time actually employed, and as the average time for which schools are maintained is only six months*, the average annual salary is only \$480." \$40 per month is n't remarkably large pay, considering the expense of getting there and the increased cost of living. But even this is too favorable a showing. 919 teachers were employed in all the schools of the state last year, and their united salary was \$328,888, which gives the average amount received by each as only \$357 — less than \$30 per month, — out of which the teacher must board and clothe himself. The report states that an average servant-girl receives \$300 a year, *and her board*; and an average farm-hand the same.

In a private letter to us Mr. Swett says "Occasionally a good teacher just arrived from the East will take charge of a school long enough to get the means to travel some where else; but our salaries are not sufficient to make permanent teachers." Female teachers *may* do well there, but the demand for male teachers is limited. Mr. Swett states that he has so many teachers applying at his office for employment for whom he can not find places that he is very anxious that all who come should do it with their eyes open. The *California Teacher* for February advertised for situations for two lady-teachers just out from the East.

Consider well, then, fellow teacher, this question in all its bearings before you come to a decision, and if you finally decide to go, take along some surplus funds; otherwise you may find a hard road to travel on your way to 'see the elephant' in California.

AN ATTEMPT TO MEET THE ISSUE MANFULLY. — Prof. S. S. Greene, of Brown University, author of the popular series of grammars, is chairman of the committee on qualifications in the School Committee of Providence. At the late quarterly meeting of the committee, in his report, he says "Three of our male teachers, occupying most important positions, have tendered their resignations, and we have strong reason to apprehend that their example will be followed by others. *It is but a vain attempt to retain a teacher subject to the repellant force of an insufficient support among us, and at the same time subject to the attractive force of an ample reward elsewhere.* We can not expect our teachers to retain their positions when they can do better. What, then, can your committee do? I know the answer will be given by some — 'Fill the vacancies as fast as they occur.' This we can do — or rather we can make appointments to the vacant places; *fill* them we can not expect to do. How can you expect to draw a teacher from any of the surrounding cities, even of a less population than ours, by proposing to him to exchange a salary of \$1200 to \$1300 for one of \$1100? 'Then appoint inexperienced teachers', we are told, 'and train them up to become good teachers.' We can appoint, it is true; but to transform an inexperienced candidate, fresh from his studies, into a good teacher is a task by no means either easy or certain. Besides, must the children of our city be subjected to all the evils and disadvant-

ages of this kind of apprenticeship? It requires no extraordinary sagacity to see that the day of depression and degradation of our whole system is at hand."

About two months since, in anticipation of the resignation of these teachers, the committee petitioned the common council for permission to raise all their teachers' salaries, but without success. On hearing this report, nothing disheartened by defeat, the school-committee instructed the Committee on Qualifications to again ask leave of the council to raise the salaries and thus avert the impending disaster.

There be other school-committees who might take a lesson from the pertinacity of the Providence Committee.

OBJECT TEACHING IN THE 18TH CENTURY, AS DESCRIBED BY DR. ARBUTHNOT.—The old gentleman so contrived the education of his son as to make every thing contribute to the improvement of his knowledge, even to his very dress. He invented for him a geographical suit of clothes, which might give him some hints of that science, and likewise some knowledge of the commerce of different nations. He had a French hat with an African feather, Holland shirts and Flanders lace, English cloth lined with Indian silk; his gloves were Italian, and his shoes were Spanish. He was made to observe this, and daily catechised thereupon, which his father was wont to call 'traveling from home'. He never gave him a fig or an orange but he obliged him to give an account from what country it came.

TRUE.—The Superintendent of Schools in Providence, in his quarterly report, having spoken of the resignation of three of the most popular teachers because of the low salaries paid, thus refers to the rest: "Those who feel compelled, for the present, to remain, will enter upon their labors dispirited and discouraged, with no ambition to excel."

What is there more discouraging than to feel that a man is working for a salary which will not afford the necessities of life, and which is far less than those engaged in vocations requiring half the ability are receiving?

THE OBSERVATORY AND UNIVERSITY OF CHICAGO.—The contract for the tower has been let, and the foundation completed. The superstructure is to be built at once. It is now expected that the telescope—the best in the world—will be mounted and ready for use next Fall.

The contract has also been let for the main building of the University. The walls will probably be inclosed before the setting-in of next Winter, and will be magnificent in design and appearance—surpassing in architectural magnificence any other college building in the United States.

TEACHERS FOR THE FREEDMEN.—A party of ten teachers left Chicago February 24 to teach the freedmen of the South. They have been heard from at Memphis in good health and spirits.

Their names and residences are—Joel Burlingame and wife, *Brickton*; Mrs. Arzah Brown, *Chicago*; Miss Sarah M. Corbin, *Crytal Lake*; Miss Julia A. Brown, *Monmouth*; Mrs. Nancy E. Hovey, *Oquawka*; Rev. H. A. McKelvey and wife, *Centralia*; Miss Arabella Hemstreet, *Mendota*; John B. Weeks, *Chicago*.

Another party, considerably larger, is making up to leave early in April.

'HAZING' IN HARVARD UNIVERSITY.—The practice of hazing members of the Freshman class by tricks, injury to property, and personal abuse, is continued in spite of all the efforts of the officers to break it up. A committee to whom the subject was referred have reported that it is advisable to degrade offenders to the class beneath them. This would put the Sophomores who persist in hazing down into the Freshman class, among the very persons whom they subject to the annoyance. No other penalty would probably be so much dreaded by the students, while it would be much less painful to the feelings of parents. The prospect of being put back a year, of returning to the Freshman class and remaining two years a Freshman, of losing standing and caste with those with whom one entered college, of seeing them above him during the rest of his college course, of having

his term lengthened a year, with the little hope of gaining much social position among his new associates, at least for a considerable time, would deter a student from doing that which no other punishment would. It is said that the 'desire to graduate with one's class is the strongest of all college feelings'; and, if such is the fact, any punishment aimed in that direction would seem to be the most effectual. In case this fails, offenders are to be turned over to the police to be dealt with like other offenders.

HON. E. E. WHITE will please accept thanks for a copy of the 'Proceedings of the Ohio Teachers' Association', at its Fifteenth Annual Meeting, Cleveland, June 30, and July 1-2, 1863. Besides the proceedings, it contains the President's Inaugural Address and the various reports submitted to the Association.

GEORGE H. TINGLEY, JR., Superintendent Public Schools, Louisville, will accept our thanks for the last report of that city.

HON. JOHN SWETT, Superintendent of Public Instruction, California, will also accept thanks for several late favors.

MITCHELL'S NEW GENERAL ATLAS.—The reader's particular attention is called to the advertisement of J. N. Whidden in this number. Teachers just now closing their schools will find one of these agencies an excellent opportunity for Summer work. The inducements are such that an active man may clear a hundred dollars a month, and we are told several are doing even better.

TEACHING THE LETTERS.—Will the author of an article bearing this title, sent us some months since, favor us with his name? We have mislaid our record of it.

MAJOR GEORGE HICKS, of the 96th, formerly School Commissioner of Jo Daviess county, has been at home on a furlough.

MAINE.—The first number of the *Northern Monthly*, which succeeds the *Maine Teacher*, has appeared. It opens with a very good class of articles, and is modeled on the plan of the *Atlantic*. We shall miss our able friend the *Teacher*, though the new monthly boasts an educational department, for the general tone of such a magazine would exclude most of those practical papers on professional subjects which make our state journals so valuable to teachers. We hope the *Northern Monthly* may meet with success. The terms are two dollars a year. (Bailey & Noyes, Portland.)

MASSACHUSETTS.—The Sixteenth Annual Examination of the Westfield Normal School took place on Tuesday, February 23. The graduating class numbering 19, nine-tenths of whom were ladies, were prettily uniformed in scarlet merino dresses, and their readings, recitations, gymnastics, and essays, were of a high order, and indicated thorough training. The essay on perfect manhood and the valedictory were specially meritorious. The examination-hall was decorated on its right wall with the word 'Courage' in letters of living green, and on the left 'Liberty and Union', while the platform was covered with magnates of greater or less authority, and skirted with fashion and beauty. The general prosperity of the school may be gathered from the fact that 108 have attended during the term, 39 of whom were new members, and three-fourths ladies. The average age of the pupils is 19½ years. The localities are well distributed, Hampden county having 38 of the scholars, Hampshire 19, Berkshire 18, Franklin 10, Worcester 11, Essex 5, and Middlesex and Suffolk each 1. Seven of the loyal states have representatives in this school, while, unlike some other educational institutions, most of the pupils here emanate from the industrial classes. An examination of the occupations of their parents shows that more than half were farmers, nearly a fourth mechanics, while about one-third each were lawyers, physicians, clergymen and merchants. Forty-one pupils have received state aid during the term. The loyalty of the school is shown in the fact that 40 graduates have joined the army, one-fifth of whom have sealed their devotion with their blood.

The closing exercises were specially enjoyable. Rev. William Rice, of Springfield, recently appointed a member of the Board of Education, presided, and distributed the diplomas to the graduating class. The honor of presentation was accorded to Joseph White, Secretary of the Board of Education, who in a capital off-hand speech welcomed the graduates to the humble school-houses of the state, to the children whose unwashed faces betokened their connection with the soil, to the fathers and mothers who think their Josephs and Sallys are wonderful, to sharp and just criticism, and to hard work. He exhorted them to rely on their principles and good sense, as well as text-books. He was followed by two members of the Legislature and of the Committee on Education, Hon. W. Battles, of Milford, and Rev. Mr. Otheman, of Chelsea, and they in turn by Dr. Davis, of Westfield, Messrs. Jennings and Mackay. At 4½ P. M. the parting hymn was sung, about one-fifth of the graduating class showing by their lips that they had 'music in their souls', and the day closed with prayer by Dr. Davis.

A small library is kept at this institution, to which Dr. George B. Emerson, of Boston, has recently contributed forty volumes, and the scholars have added Prof. Agassiz's works on Natural History.

A COMMITTEE of the Massachusetts Legislature is considering a plan for teaching deaf mutes, in a new institution in that state, entirely by the use of the finger-alphabet, discarding the sign-language now used at Hartford and other places. This plan of instruction is favored by Dr. S. G. Howe, Mrs. Lamson, the teacher of Laura Bridgman, and others who appear before the Committee in its behalf.

THE Commencement of the Medical Department of Harvard College occurred March 9, 51 students graduating. Gov. Andrew delivered an address upon 'The physician regarded as a citizen in a free commonwealth'. It was wholly devoted to the consideration of the subject as developed by the war. The Governor claimed that Massachusetts had sent into the medical service 103 surgeons and 200 assistant-surgeons, comprising men of eminent merit, noble patriotism, and distinguished professional acquirements, unsurpassed elsewhere by a similar number in any army.

The plan of University Lectures in Harvard College has been now in operation a full year. These lectures are delivered partly in Cambridge and partly in Boston, and are open to all graduates of colleges and all teachers in public schools. The lectures for the coming term will include several of great value to special students. Professor Agassiz will continue his course upon How and What to observe in Natural History, in which he points out the most marked deficiencies in zoölogy and the most feasible modes of supplying them. Professor Pierce continues his course upon the Quaternions of Hamilton. Mr. J. K. Paine resumes his instructions in Counterpoint. Dr. James C. White will deliver six lectures on Recent Researches in Exudative and Parasitic Diseases of the Skin; and the Rumford professor, Dr. Wolcott Gibbs, will give a course on the Theory of Heat, which by the terms of Count Rumford's will are open to the public.

RHODE ISLAND.—The Board of Trustees of the State Normal School have memorialized the Legislature for an appropriation of \$1000 per annum in addition to the present one of two thousand five hundred dollars, and asking for authority to change the location of the school from Bristol to Providence. The latter is the place for it, and it should never have been removed thence in the first place.

The report of the Superintendent of Schools, Providence, for the quarter ending February 12, is entirely devoted to two questions—salaries and truancy. The Superintendent calls the present a very critical period in the history of their schools. Three of their male teachers have resigned because of insufficient salaries, and others are intending to do so.

The Committee have applied to the Legislature for a law to check truancy and absenteeism. The lower House has agreed upon an act which has been sent to the Senate, where it meets with strong opposition on the ground that it interferes with the rights of parents, and prescribes a penalty too severe for the offense. That it is necessary to do something is evident, since it costs nearly one-third as

much to support the Reform School as to maintain all the public schools of the city.

The whole number of pupils admitted to the Providence schools during the winter term was 7800: into the High School, 275; into the Grammar Schools, 2161; into the Intermediate Schools, 1994; and into the Primary Schools, 3370.

Our friends J. J. Ladd and W. A. Mowry, having resigned their positions in the Providence High School, have opened an English and Classical High School for boys in the Lyceum building.

CONNECTICUT.—The salaries of the teachers in the City of Hartford have been raised to living rates.

Professor B. Silliman, jr., of New Haven, has sailed for California, to examine gold mines in Nevada for New-York capitalists, and will return over the plains.

OHIO.—A bill to amend the school law has been introduced into the Ohio Senate by the Committee on Common Schools.

It raises the maximum limit to the local school levies to four mills, thus bestowing large discretionary power on boards of education. By vote of any school-district the question of a larger tax for school-house purposes may be settled. These provisions will afford relief to the school-districts needing more funds for current school-expenses, or for new school-houses, without increasing the general school-tax of the state. It provides for central township libraries with a periodical distribution to subdistricts, thus making all the books in a township available for each subdistrict. Boards of education in cities and towns are authorized to exclude children under six years of age. It provides a fund for Teacher's Institutes by requiring an examination-fee from each applicant for a teacher's certificate, and organizes a State Board of Examiners, who are authorized to issue State Certificates of high qualification to teachers of eminent professional ability and experience. These certificates when countersigned by the State Commissioner will be valid in any district in the state.

INDIANA.—The *School Journal* comes to hand printed on excellent paper and otherwise greatly improved in appearance. The Editor, Professor George W. Hoss, is the Republican candidate for State Superintendent. We hope he may be successful.

KENTUCKY.—The report of the Louisville Schools for the year ending June 30, 1863, has just been published. The disturbed condition of the country has interfered to a considerable extent with the school-system. In the early part of the year all the ward school-buildings were seized by the government for hospital-purposes, and the schools have been held in church-basements and hired rooms, wherever they were to be obtained. In some of these rooms there are no conveniences for writing, and others are so dark as to require the use of gas during the greater part of the time.

The salaries of the teachers have been raised ten per cent., and the President of the Board in closing his report certifies to their united desire and effort to discharge their duties faithfully notwithstanding their many discouragements, and urges a still further increase in their salaries as the discharge of a simple duty on the part of the Board to them.

The whole cost of instruction for the year was \$65,476.86. The number of pupils enrolled was 7720; average number belonging, 4610; average daily attendance, 3851. The expense per pupil in all the schools was \$14.20. The cost of sustaining the male high school was \$8137.70, and the number of students 85, making the cost per scholar \$95.50. The cost of sustaining the female high school \$4021.65; the attendance 110; and the cost per pupil \$36.55. The cost of sustaining the ward schools was \$53,317.51; the attendance 4415; and the expense per pupil \$12.07.

WISCONSIN.—The Fifteenth Annual Report makes a voluminous document of 268 pages. The able Superintendent, J. L. Pickard, reports a new interest in

educational matters consequent on the lessons of the war. The schools are better filled, better taught, and better supported, than in previous years.

The experiment of a county superintendency has been tried two years, and has been successful beyond the most sanguine expectations.

The number of school-districts is 4702; children between 4 and 20 years of age, 320,465; attending during the year, 215,163; number of teachers, 7403, of whom 5976 had taught before. The number of days' possible attendance was 21,275,361; actual attendance, 13,790,729. Average length of winter term 61 days; of summer term, 59 days. There were 220 private schools, with an attendance of 10,440 pupils. The average wages of male teachers was \$27.11; of female teachers, \$16.81; average rate of tuition per scholar, \$3.00. The total receipts for school-purposes were \$679,798.84; total expenses, \$816,458.93. The number of school-houses is 4168, 1298 of which are log. The total valuation of school-houses is \$1,326,753; the highest value of any school-house is \$38,000, at Janesville; the lowest, 3 cents, at Wilton, Monroe county. Of houses worth not more than \$5.00 we find 39, four of which are rated at 30 cents or less! The number of district libraries is 779, containing 34,339 volumes.

During the year 1000 copies of Webster's Unabridged Dictionary have been distributed according to law, and in order to supply demands from new districts two hundred and twenty copies have been purchased since the report was published.

The total school-fund of the state September 30, 1863, was \$2,262,466.15. The Superintendent recommends a list of text-books. We suppose it was intended to guide ignorant directors in the selection of their books, but we are no nearer Mr. Pickard's opinion after reading it than before. In some instances a single book is taken from each of several different series, as in Grammar, where Pinneo's Primary, Greene's Analysis, and Clark, are recommended. Will oil and water mix? In other cases the list contains nearly all the works of rival series. If such a list is worth the trouble of preparing, it should say something when it is done.

Mr. Pickard recommends the establishment of at least four normal schools at the earliest practical period, and closes the report with an earnest discussion of the claims of the free-school system.

MICHIGAN.—The report of the State Superintendent, Hon. John M. Gregory, for the year ending September 1, 1863, presents a most gratifying exhibit of the condition of every department of education. From the district school to the University, the halls of learning are every where crowded with pupils, and increasing numbers of trained and skillful teachers are rising to crown with a richer success the toils of the school-room. Public zeal, pausing for a little, to meet the unwonted duties of public defense, has resumed with fresh interest the care of education; free schools have increased, and an unusual number of the larger districts have voted appropriations for the erection of large and elegant school-buildings.

The number of children between five and twenty is 272,737; attending school, 215,579; of male teachers, 1910; female, 6905; average wages per month—males, \$28.17, females, \$12.42. The number of districts is 4375, of which 2635 have free schools. There are 216 township libraries, having 68,181 volumes; and 2167 district libraries owning 97,386 volumes. The total resources for the year were \$839,279.75; the total expenses were \$834,294.67, of which \$518,062.02 was paid to teachers. The value of school-houses and sites is estimated at \$1,864,858. Number of private schools reported is 170, having 4708 pupils. The average length of the school year was 6.1 months; in the union schools 9 months; average attendance of pupils, 3.2 months; average cost per pupil, \$4.58.

The number of pupils in the University is 837; number of graduates last year, 124. The Superintendent recommends the enlargement of its usefulness by the addition of a normal and a military department. The State Normal School is now the most progressive, as it has long been the most perfect, school in the state. Not forgetting to maintain its old character for sound and thorough scholarship,

it has pushed its teachings into new realms of educational philosophy, and has added to its course drills in the newer and more natural methods of instruction. A special training course has been organized for such as are already familiar with the several branches of study and desire only the professional education; and the model school has been changed into a regular graded school, in which the theory of this great natural system of schools is fully illustrated. Besides the valuable aid which several of the professors rendered in the State Teachers' Institutes, they held at the Normal-School building, without extra expense to the state, a Pestalozzian Institute through a session of five weeks, in which instruction was afforded to a large number of teachers for the winter schools.

The whole number of students in attendance the last year was 506, of whom 100 were in the Model School, and 406 in the Normal School proper. The number graduated was 8 gentlemen and 12 ladies.

Eleven State Institutes were held during the year. The average attendance at the spring series was larger than any former series ever held in the state. The attendance at those of the autumn series was considerably less. The highest interest was manifest in all the exercises, and both teachers and school-officers expressed much gratification with the work done. The total attendance was over fifteen hundred.

The report closes by stating three great reforms which are needed in the free schools of our country: a law making the attendance of every child compulsory; a great-souled, active, earnest and positive moral education; and the teaching of the principles and framework of our government, the rights and duties of the people, and the obligations of public law and the principles of civil and religious liberty.

Iowa.—The people of this state having generally petitioned the Legislature for a county superintendency of schools, a bill establishing it has passed the Senate and is likely to pass the House. We give the principal features of the act: The superintendent is required to visit the several schools of his county at least twice each year, and to lecture annually in each district; to note the method and branches taught, competency of teachers, etc., and, in connection with the board of directors, to give such advice in the art and method of teaching and the proper classification of pupils in each school as may be deemed most progressive and necessary, and, also, that there may be uniformity in the course of study and text-books used in the several schools in the district. The superintendent shall receive an annual salary to be paid out of the county treasury, the minimum fifty, and the maximum nine hundred dollars. In counties which, according to the last state or national census, had a population of five hundred or less, the salary shall be fifty dollars; between five hundred and one thousand, one hundred dollars; between one and two thousand inhabitants, two hundred dollars; between two and four thousand, three hundred dollars; between four and eight thousand, four hundred dollars; between eight and twelve thousand, five hundred dollars; between twelve and sixteen thousand, seven hundred dollars; between sixteen and twenty thousand, seven hundred dollars; between twenty and twenty-four thousand, eight hundred dollars; and if a county has twenty-four thousand inhabitants and upward, the salary shall be nine hundred dollars. The bill also provides for subdistricts from contiguous neighborhoods in different townships; and also authorizes subdistricts to vote and levy a tax to keep up a school for ten months, or any less time in the year, and to provide a more liberal compensation for their teachers.

CALIFORNIA.—In addition to those in the March number of the *Teacher*, we have the following statistics for 1863: Number of children between 6 and 18 not attending any school is 20,062. Number of schools: 280 Primary, 58 Intermediate, 48 Grammar, 2 High, and 364 Unclassified; in all 754. Number of negro children in the state, 735; Mongolian children, 455; Indian children, 4522. Number of teachers, 919 — males 535, females 464. Number of districts, 684; of school-houses which disgrace the state, 149. Total expenses of all the schools, \$488,407.49. Highest monthly wages, board included, paid to any male teacher, \$270; to any female teacher, \$125; lowest to any male, \$29; to any female, \$30.

LOCAL INTELLIGENCE.

CHICAGO.—The regular meeting of the Board of Education was held March 1. The President of the Board, the Superintendent, and the Principal of the High School, submitted their respective reports for 1883. The reports were accepted, and a debate arose as to the number of copies to be printed, when they should be printed, and whether they should be revised or not. Finally the further consideration of the subject was postponed to a special meeting.

The Sixth Annual Commencement exercises of the Chicago Medical College were held March 1. The degrees were conferred on seventeen young gentlemen, by the President, Professor H. A. Johnson. The valedictory address to the students by Professor Henry Wing was exceedingly practical, and was listened to with great attention.

The college now occupies the building at the corner of State and 22d streets.

The regular monthly Institute was held March 5. Mr. Howland delivered his lecture on 'The Courtesies of the School-room'.

In Section 1 the exercise was a discussion on the question 'Is Writing properly taught in our Schools?'

Mr. Merriman objected to the manner in which the child's first lessons are given. We have constrained movements, resting the arm upon the desk, doing most of the writing with the fingers, moving the wrist only when it can not be avoided. We crowd the form of the letters, the holding of the pen, and the position of the arm, all upon the child at once, when either one is as much as he can see to. It is no wonder he can not do it. He would discard the finger-movement entirely, using them only for holding the pen. The first lessons should be a series of lateral movements calculated to give freedom to the arm, and only after this has been well attended to should the letters be introduced, and then only one at a time in connection with the other movements.

Mr. Stocum inquired if the use of short pencils did not give the stiff appearance to the scholar's writing.

Mr. Merriman replied that it made no difference whether a pencil was long or short. It is the printing of which we have had so much, where the only point has been to imitate a copy in an exceedingly fine hand, which has driven the scholars into this constrained movement.

In answer to Mr. Cutter's question as to the place of the teacher during a writing-exercise, Mr. Merriman replied that he should be at the board explaining the copy, or around among the scholars.

These arm-movements should be used all through the school in a home-made book in connection with the regular writing-book. Scholars should never learn to print till after they learn to write. Mr. Dewey could see no use in learning to print at all.

Mr. White suggested the marking of the writing as any other lesson as an important auxiliary. He thought we should not discard the finger-movements, but should use both.

Mr. Noble thought scholars would intuitively acquire the finger-movement, and that it is only necessary to teach the other.

Mr. White found it difficult to teach scholars to carry a line across the page without turning the hand on the side.

Mr. Merriman said this arose from teaching the finger-movement before the muscular.

Mr. Cutter read an extract from Mr. Kiddle's New-York Report, supporting Mr. Merriman's views.

Mr. Power invited the teachers to attend his gymnasium.

In Section 2 Miss Sherman conducted a Reading Exercise; 3. a Discussion on Reading; 4. Mr. Delano had a class in reading; 5. Miss Walker a lesson on Morals and Manners, and a discussion on Monitors.

A special meeting of the Board was held March 8. It was decided to print 3000 copies of the report at a cost of \$350, and that the next one shall be made in July 1885, so that the school year and the report may correspond.

The City Council, March 14, elected Messrs J. W. Sheahan, David Walsh, John Forsyth, Henry Waller, and Joseph Waldhauser, members of the Board of Education for three years, in place of Messrs J. W. Sheahan, C. N. Holden, J. H. Foster, B. Brentano, and H. T. Steele.

DIXON TEACHERS' ASSOCIATION.—Met in High School. Exercises conducted by J. V. Thomas. Class in Rhetoric by W. W. Davis. Fifteen ladies and ladies read brief dissertations on the merits of Money, Rivers, and Soldiers, all of which were eulogized as articles of great utility. Essay by Mrs. Flagg—'Model Schools and Physical Culture.' *Mens sana in corpore sano* was the key-note of a very neat performance. Class in Grammar by Mrs. Dickson. Three bright maidens sustained a ready review in the mysteries of Etymology. Essay by K. C. Smith—'Helps and Hindrances of Teacher.' There was a faith in the nobility of our calling pervading the production, full of inspiration to every teacher present.

Quite a professional charm was lent to the occasion by the attendance of some of our leading physicians, lawyers, and divines.

W. W. DAVIS, Sec'y.

SPRING INSTITUTES.—Coles county, at Charleston, April 1 and 2. Bond county, at Greenville, April —. Boone county, at Belvidere, April —. Hancock county, at Augusta, April 11. Carroll county, at Mt. Carroll, April —. Stephenson county, at Davis, April —. Jo Davies county, at Galena, April —. Schuyler county, at Kushville, April —. Iroquois county, at Middleport, April —. Will county, at Plainfield, April —. Randolph county, at Chester, April 6. St. Clair county, at Belleville, April 5.

BELEVILLE.—The *Advocate* contains an article, written by Commissioner Palmer we presume, saying that our comparison of Bloomington to Belleville was just only as far as school-buildings

are concerned. We had no intention of implying more than this, for we know the Belleville schools stand high and are much better schools than we should suppose possible with the inconveniences to be endured. A thorough examination of the schools, occupying the entire week ending April 1, was made by the Board of Directors.

CLINTON.—J. G. Marchant, Principal of the Public School, is doing a good work here toward educating public sentiment in the right direction by a series of articles on schools in the county paper, the *Public*.

KANKAKEE.—Commissioner Higby is doing the same thing in his county by a series of articles in the *Gazette*.

C. D. Wilber has been delivering a course of lectures to good houses, on his pet subject, Geology.

DUNLEITH.—The Winter Term of the Public Schools, under the tuition of J. H. Woodruff, Principal, and Miss L. Allen and Miss J. Brown, Assistants, closed on Friday, March 4th. There was a public examination and exhibition in Mr. Woodruff's department, on Friday, which passed off much to the credit of both teacher and scholars. With a good Board of School-Directors, and an able corps of teachers, well paid, Dunleith has, as she deserves, a good school. *Gazette, Galena.*

HANOVER.—The Winter Term of the Public Schools of Hanover, taught by Misses Hammond and Winal, closed on Friday, March 4th, with a public examination and exhibition. At the close of the examination a very able and interesting essay was read by Miss Hammond upon 'The Branches of Education Taught in our Public Schools'. The pupils were quick and ready in their answers, and evinced a thorough knowledge of the branches pursued during the term. Thoroughness, promptness, and order, have been characteristic of the school. The teachers were well qualified and did justice to their schools. We are glad to know that the people of Hanover are taking deep interest in their schools. *Ibid.*

MONTICELLO.—An educational meeting was held at this place, February 20. E. A. Gastman, of Decatur, and others, talked to the people, and a brass band discoursed sweet sounds to fill up the gaps. A Mr. Babcock, from the New-York Normal School, is Principal this year, with two assistants. He is doing good work here.

BEMENT.—Mr. Cheney, assisted by Miss Morrill, has charge of the schools here. Both at Bement and Monticello the schools suffer much from irregular attendance.

Articles for publication in the *TEACHER*, books for notice, and all correspondence relating to the editorial management, should be addressed to the *Editor*. Communications for any of the Special Departments may be addressed to the Editor of the Department to which they relate.

All other Correspondence, including whatever relates in any way to Subscriptions and Advertising, must be addressed to the *Publisher*. Attention to these instructions will prevent delay and other inconvenience.

RATES AND TERMS OF ADVERTISING.—

The annexed table shows the rates of advertising in the *TEACHER*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered, or in advance of insertion if we require it. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printer, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than $\frac{1}{4}$ page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

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ILLINOIS TEACHER.

VOLUME X.

MAY, 1864.

NUMBER 5.

THE OLD AND THE NEW.

WELL-INFORMED people now generally admit that in a few years past much improvement has been made in the art of imparting instruction. A large class also exist who, while admitting this, feel that in school-discipline we are inferior to our ancestors. To present a few thoughts on this subject will be the object of the present article.

Some men are born with the natural elements of leadership and power. It is difficult to define in what this rare gift consists, but its manifestations are clear and unmistakable. It may be the result of a large brain, or of a peculiar temperament; but surely it depends neither upon scholarly attainments, literary culture, refined manners, or a calm temper—qualities so essential to an accomplished teacher. Other desirable qualities being equal, one possessed of this wonderful power should take a high rank among teachers, and will govern a school with great ease. By a kind of huge physical force, his will is law. Much often depends upon personal appearance, tones of voice, and a mien commanding and impressive. Those who possess this quality in a high degree are very often thrust forward as model teachers, irrespective of other considerations. The *governor* overshadows the *instructor*. We believe that many of the former class are peculiarly liable to be so deficient in what pertains to the latter as to utterly unfit them for teaching. We think further that this combination in ordinary humanity is so rare that not more than one out of ten teachers possesses it. Neither do we consider this fact a matter of discouragement to those who are looking upon the elevation of the teachers' vocation, or to the young just entering upon its duties. The *instructive* element is indispensable. For it there can be no substitute. For the *governmental* there is another power which more

possess, or at least it is a something which can be better acquired by persistence, care, and study. This is what may be called school-management. If the history of our most successful teachers, from the presidents of colleges to those in the humblest district schools, is carefully studied, we shall find that to the *management* rather than to the *power* their success has been mainly due. To this Dr. Nott owes a reputation unequaled perhaps in any land.

There is another view of this subject which can not be overlooked. Though disinclined to acknowledge it, we may as well admit that teachers can not do now what they could do in the days of our grandfathers. A great change has taken place in church and state, which has penetrated the whole fabric of social life. The children of Jonathan Edwards always rose when he entered the room, and thus remained standing till he was seated. Our fathers and mothers invariably bowed and courteseyed to those they met on going to and returning from school. To the modern these may appear too stately, almost forbidding, formalities, but they betoken a profound respect for age and station to us unknown. The existence of the 'tything men', whose duty it was to repress all hilarity and improprieties in the New-England churches, and before whose glance the boy of the chief man of the village would quail, was but an indication of public sentiment in regard to the duty of inferiors to superiors to which we are strangers. The same feeling extended to the school and to the teacher. Obeisance was made on entering the room and at each recitation. The stern and rigid manner of the family and the church was carried into the school-room. The modern humanitarian influences had not much mollified the tone of society twenty years ago. The murderer was hung, the bully fined and imprisoned, the disobedient boy whipped and feruled. Public opinion sustained it; parents expected it. School-teaching worked like machinery. If a rule was violated, a blow was given—there it ended. There was often very little mental culture, but there was discipline; the teacher was called 'master': he governed like a tyrant, it is true, but that was the fashion, and the old schoolmasters had a good and easy time of it.

Old people sigh for those good old times. They may have been better than the present, but on the whole we doubt it: be that as it may, one thing the modern teacher can not ignore. The times are changed by the slow marching of human events, not under his control, and he must adapt himself to the circumstances in which he is placed. Under the old *régime* power was indispensable; management must in a great measure take its place under the new. While the past style of school-teaching presents its bold front, whose rugged sublimity

challenges our admiration, we are by no means sure that it had a tendency to develop the highest style of manhood. In stead of a mere massive mental force, requiring little insight into character, the latter demands keen discrimination, a power nicely to estimate the balancing of opposing forces; in short, the whole philosophy of thought and feeling.

Three things distinguish our modern school-system—consolidation of school-districts, gradation, and supervision. This arrangement has placed in our towns and cities a class of men unknown to our forefathers, presenting a field for active labor worthy the ambition of the most aspiring. The superintendent, or the principal of the union school, becomes no longer the isolated pedagogue, shut out from the sympathies of men, but a citizen holding a position of influence and power. The lecture-room, the institute, the local press, are all open to him, and his success often depends as much upon his skill in managing the currents of opposing influences in his town as in suppressing the peccadilloes of the school-room. He is the educator not only of children, but of men. As the minister by his pulpit labors and daily ministrations is expected to elevate the standard of practical morality, so he, in a similar way, brings public sentiment to just views of education and human progress.

This want of scope for teachers of the olden time may account for those idiosyncrasies in pedagogy that evidently existed, and which have been so provokingly caricatured by Scott and Irving in Ichabod Crane and Dominie Sampson. It should be a source of gratification to those engaged in teaching that the profession now presents no tendencies to such abnormal developments. As we look at the men composing our teachers' associations, we feel that they are not monstrosities in scholarship, with no common sense—dealers in roots and angles merely, but practical men, fitted for other duties should circumstances demand it. The present war has in an eminent degree demonstrated this fact. In all positions in the army teachers have shown themselves to be not only men of books, but men of action. The teacher of the present should be no more the teacher of the past than is the society of the olden time the society of the present day. We deem it a manifest error, therefore, to search for models of school-discipline in that direction. It is not uncommon to find those who are supposed to possess all needed ability who fail in what is called school-management. So far as our own observation is concerned, such failures are mainly due to an attempt to engraft upon a new order of things the obsolete methods of an elder day.

J. G. M.

CLINTON, DEWITT COUNTY.

PIECES OF BOYHOOD.

Lovely as the tales of other times.

OSSIAN.

Oft in the stilly night,
Ere slumber's chain has bound me,
Fond memory brings the light
Of other days around me.

MOORE.

By the 'pieces' of boyhood we mean not its bread and butter, but those productions of genius which were the favorites of juvenile declamation. 'Ah! distinctly I remember' those speaking days of yore. 'T was on Friday afternoon that we were weekly regaled with these forensic displays of ambitious youth; the rostrum was then the great centre of attraction; and how we applauded the daring lad whom no childish terror could deter from walking the boards and swinging his arms in all the pride of conscious power.

Our 'pieces' were taken from the Readers, and finished taste was necessary in their selection; for the young Cicero's success depended, in a great measure, on his sympathy with his performance. A war poem, for instance, in the mouth of a dull boy, became a dirge; while a soliloquy from the lips of a fiery youth fell like a farce. Certain characteristics, too, were required in the 'pieces' themselves, which I shall now proceed critically to examine, and, following Lord Kames, illustrate each remark with appropriate example.

Unity of action was a requisite in one kind of speech. As this is rarely found in a long performance, lovers of this feature were obliged to be content with some very brief but excellent achievements of the muse:

You 'd scarce expect one of my age
To speak in public on the stage.

Twinkle, twinkle, little star,
How I wonder what you are!

Jack and Gill, that prince of nursery epics, was also quite popular with the little boys.

Poems descriptive of thrilling event, of noble feeling, were welcomed by the orator of sentimental turn with enthusiasm:

On Linden, when the sun was low,
All bloodless lay th' untrodden snow,
And dark as winter was the flow
Of Iser rolling rapidly.

The boy stood on the burning deck,
Whence all but him had fled;
The flame that lit the battle's wreck
Shone round him o'er the dead.

The first of the foregoing lyrics was suitable for winter afternoons, when real snow outside and the sinking sun allowed two magnificent sweeps of the hand.

Bursts of parliamentary eloquence were highly esteemed by lads of legislative or legal inclinations. Webster's 'Sink or swim, live or die'; Pitt's reply to Walpole, in which he says *never* three times; Patrick Henry's spirited appeal, closing with 'Give me liberty, or give me death!' — afforded splendid drill weekly for urchins of expansive chests. In repeating Pitt's *never*, an approved method of calling out the full meaning of the word was to bring the heel on the platform simultaneously with a most deafening yell of the voice: this gave infant scholars their first idea of earthquakes.

But gone are all those days of Demosthenian promise, floating before me as joyous reminiscences of the past!

Life 's but a walking shadow, a poor player,
That struts and frets his hour upon the stage,
And then is heard no more.

DIXON, February, 1864.

W. W. D.

GIMCRACK GYMNASTICS.

THE use of gymnastic apparatus, like that of rouge, tight-lacing, strong drinks, or financial prudence, is very apt to degenerate into an abuse. It is unquestionably a most excellent thing to be muscular, but to make one's self into a machine for lifting dumb-bells or crawling up hand-ladders is to institute a vivacious competition with Monsieur Gregoire and his sawdust contemporaries. These gain their daily bread and beef and beer by the exposition of monstrosities in the way of arms, legs, and chests, so we can hardly quarrel with them; but may the Fates preserve us from witnessing the spectacle of a generation of acrobats in private life!

Yet such is the tendency of our present mania for physical exercise — a mania which, overflowing the legitimate bounds of public gymnasia, has penetrated into the domestic circle. We now have dumb-bells at breakfast, somersaults in the drawing-room, contortions before dinner, and Indian clubs at bedtime. This is rather too much of a good thing, and is known as parlor-gymnastics.

Mr. J. Madison Watson's Hand-Book, whence we gather these dreadful symptoms, is a handsome volume, beautifully printed upon three hundred and eighty-eight tinted pages, and more or less adorned

with copious illustrations on wood. Its motto should be 'Suffer, and be strong'. As stated by the author, its purpose is to solve the problem of how special physical culture may best be secured. As we understand it, its purpose is to popularize and sell certain wares conspicuously advertised in the final pages: "Watson's Gymnastic Apparatus, of four sorts and several sizes; Watson's Phonetic Tablets, eight in number; and Watson's Reading Tablets (designed to accompany Watson's School Primer)." In a word, like most other self-styled educational works of to-day, it is a speculation.

As men usually develop their strength by lifting heavy weights, Mr. Watson makes his weights as light as possible. Let us alter old institutions if we can not improve upon them. Otherwise, how can we earn repute as reformers? Dumb-bells weighing from three to five pounds, according to this new light, are heavy enough for the strongest man. Why not the empty hand, moved in the same manner and directions as if a dumb-bell were held? There is small risk of a strain if the gymnast be adult and the bells weigh fifteen pounds each. The object, therefore, of making light wooden bells is not clear. If it is to continue the motion longer, the empty hand is surely best. It seems to us that the idea is, firstly, to make difficult-looking feats easy for feeble persons, and, secondly, to sell Mr. Watson's manufactures.

It is possible that we may have become unfitted, in some degree, for the production of an intelligent article upon gymnastics, by an examination of the diagrams through which explanations of the letterpress of this book are supposititiously conveyed. A figure of a young gentlemen in a sort of mongrel zouave-costume, tumbling over upon his head and frantically waving thirteen pairs of arms, drawn in dotted lines, is not calculated to render the faculties clear. A modest request for the pupil in parlor gymnastics to utter 'the tonics' 'consecutively *in combination*' (the italics are Watson's, like the dumb-bells) is also confusing to the well-regulated mind; as, for instance:

¹ ¹ ² ² ³ ³ ⁴ ⁴
 "brach, brach, brach, brach, brach, brach, brach, brach;
⁵ ⁵ ⁶ ⁶ ¹ ¹ ² ²
 brar, brar, braf, braf, brech, brech, brech, brech;
³ ³ ¹ ¹ ² ²
 brer, brer, brich, brich, brich, brich, etc."

What all this nonsense has to do with gymnastics it is difficult to comprehend. It might be productive of physical strength for a man to go through the formula for solving the integral calculus while standing upon his head, but the gymnast who tries such experiments certainly

lays himself liable to a charge of idiocy. And so does Mr. Watson.

The gymnasium recommended in this book is not provided with the usual paraphernalia. It contains only the staffs, rings, clubs and dumb-bells of Watson, and the piano of Chickering; for the parlor gymnastics must be executed to music. There are something over twenty pages of music in the Hand-Book, mostly selected from operas. We confess, however, that we see no particular connection between Meyerbeer and elbows, or Donizetti and legs. Labitzky furnishes the melodies of the trunk and waist, and Morra provides for the shoulders. What portion of the human form divine may fall to Mozart is not stated.

There is rather a subtle notion in this connection of piano-music with calisthenic exercises. Plenty of young people whose parents and guardians would shudder at the idea of dancing are permitted to indulge even intemperately in parlor gymnastics. The movements are executed by the pupils in couples, symmetrically, and to precisely the same galops, waltzes, etc., used by the less virtuous ones who dance, the only marked difference between the two methods of amusement being that parlor gymnasts fling their arms and legs about less decorously than would be appropriate to the ball-room. 'Physical development', like charity, may cover a multitude of sins.

Further, the meeting of a party of young persons, two or three times a week, to indulge in a mutual pursuit, offers opportunities for the noble art of flirtation in nowise inferior to those offered by a dancing-party or even by a Philharmonic rehearsal. For these reasons, this description of exercise promises popularity with the youthful and thoughtless, who prefer to make themselves imagine they are cultivating their muscles when they are enjoying a more or less forbidden fruit. The dance known as the *Varsoviennne* is, in point of fact, a capital example of calisthenics, and is quite as valuable for all the purposes, avowed and unavowed, of Mr. Watson's exercises, as any described in his book.

Some persons, however, may find a superior attraction in parlor gymnastics over dancing, from the reason that the peculiar style of female dress recommended by Mr. Watson gives remarkable prominence and publicity to pretty ankles. We fancy that, if the sexes were separated in these classes, and made to practice in different apartments, the thing would be a grand failure.

On the whole, then, we can pretty sincerely advise young people to let Mr. Watson, his book, his staves, his dumb-bells, his rings, his clubs, his contortions, and his classes, alone. If they honestly wish

to be strong and healthy, the common iron dumb-bell, of a weight suitable to the user, plenty of fresh-air walking, plenty of good food, and as few thoughts as possible about their physical condition, are all the gymnastic apparatus and feats required. Otherwise there is no knowing where this nursing of thews may end.

The Round Table.

THE WORD WITHOUT THE BLOW.

I REMEMBER, when a boy, how one of the neighboring farmers always excited my young wonder by his manner of driving his oxen. There was none of the loud shouting and hallooing, the flourish and cracking of whips, that I was accustomed to see in others, but he walked quietly by their side, or rode in his seat, never raising his voice above its usual tone, never speaking a second time; but whether he wished them to advance or stop, turn to the right hand or the left, he gave the appropriate word, as he would speak to you or to me, and what most of all upset my ideas of the requisites for a teamster was, they always obeyed him. Whether the load was light or heavy, whether hauling stones or uprooting stumps, 't was all the same, they girded their stout necks to the yoke with a right good will, as though they had found a master for whom 'duty was pleasure, and love was law'.

If even the brute creation are thus susceptible to the law of kindness, much more important is it that the teacher should make it his constant study, as the law of his life.

Its manifestations are not to be regarded as mere ornaments, to be worn only on festive days, but as essential as the highest and truest attainments in scholarship. How often have we seen a pupil rise to recite, but disconcerted by the harshness of the teacher at some inadvertency, stammering, confused, and bewildered, compelled to sit down, confessing a total failure, when but an encouraging word, a sympathizing look, or even a little quiet patience, was needed, to draw out a full and clear explanation of a carefully-studied and well-prepared lesson.

By a few repetitions of like experience, what wonder that he should become disheartened, careless, and idle, and that, disgusted with school and all its belongings, he should abandon his hopes and prospects of education, to engage in some more congenial though inferior

pursuit, his faith in humanity shaken, his disposition soured, his life's plans thwarted.

And what is saddest of all, too, it is the more delicate, the choicer plants that first droop, blasted by the untimely frost. Those of a hardier, coarser growth and texture soon become accustomed to the chilling atmosphere, and learn to brave its bitterest blasts. And I have some times thought that I could detect the conscious twinkle of the eye when an intentional blunder had produced the desired effect, and the tormentor and his discomfited victim had changed places. But the spirit of improvement, the generous ambition, the love of learning, and the kind respect, had departed, and given place to ignoble passions, which were henceforth to bear their legitimate fruits of jangle, discord, and recrimination.

NOT FOR US.

Not for us the times of fullness in that record fair and new,
They who sit where black clouds gather never feel the falling dew ;
Still for us the fatal valor, still for us the strife and pain :
Life is brief: what doth it profit that our loss be some time gain ?

Not for us the harvest sunshine, and the calm of summer peace ;
We, who sow in blood and anguish, shall not reap the rich increase.
Speaking thus, I saw beside me how a late rose, frail and fair,
Spread in sweet faith all its petals to the chill September air,—

While one answered, calmly smiling, pointing where the setting sun
Lighted still the distant mountains while the vales were still and dun :
" Here we two sit in the shadow, but the compensation's clear :
Wait our brothers for the morning only half way round the sphere.

" Life is brief, yet how shall mortals bargain what that life shall be,
At the best a lost drop seeking still the vast eternal sea ?
Shall that small drop drip unnoticed down some cavern dark and low ?
Or, a jewel, shine resplendent in the radiant summer bow ?

" Duty done with valiant purpose, naught remains for me or you,
Knowing well, through all confusions, God will keep the balance true.
Let us be content, then ; for, since each is but a part of all,
What at last will be the difference whether we shall rise or fall ?

" If he robe one race in sackcloth, one shall still in honor shine :
If he grind one generation, shall the next not drink the wine ?
Though some shining threads of silver through his fateful fabric flow,
Figures dipped in dyes of darkness in the shifting pattern grow.

"In the building of the ages, now and then a stone will fall,
Grinding half a groaning million; yet the rest will raise the wall:
And how many will remember, in the joy of coming years,
How we laid *our* block securely with cement of blood and tears?"

"For, in all time's contradictions, never die the brave and true,
He who gives his life a ransom in the ransomed lives anew;
He who falls for fallen Freedom, howsoever low he lies,
Shall not fail of resurrection in the glory of his rise.

"What are all our selfish strivings, all our common-place contents,
All our petty plans of progress, in the face of such events?
What need now of worldly wisdom, song of Poet, word of Sage?
Silent, do your deeds of daring! God is speaking through the Age!"

CHICAGO.

WILLIAM H. WELLS, A. M.

WE have selected for description and physiological analysis this model teacher.

To an accurate observer a striking resemblance may be observed between Mr. Wells and the late Hon. Horace Mann, who for a time stood at the head of the educational interests of this country. Their temperaments, complexion, build, and general expression, were very much alike; and so were their minds and general characters. Horace Mann was a Massachusetts school-master, then a superintendent, an author, a lawyer, a statesman—having been elected to Congress,—and then became the President of Antioch College. Mr. Wells was also a teacher, and is an author, and a superintendent, and the same path is open to him which was so successfully traveled by Mr. Mann. And it is to this class of men we look to 'purify our politics'. We want honest, intelligent, capable Christian men to make and administer our civil laws.

Mr. Wells stands a little more than six feet high; is well built and well proportioned. The quality of his organization as a whole, including body and brain, is excellent; there is nothing coarse or gross in his composition. The hair and skin are soft and fine, as are the nerves, muscles, and bones also. His brain is large, but not excessively so, and the whole may be likened to a well-tuned instrument, which in the hands of a skillful and experienced performer may discourse the perfect music. The organs and faculties of our subject have all been well trained, and may be used to the best possible ad-

vantage. His phrenology is remarkable for nothing which would make him singular or eccentric. The head is long, high, and comparatively narrow, and he would be far more kind than cruel. All the central organs, save one or two, beginning at Individuality, and comprising Eventuality, Comparison, Human Nature, Benevolence, Veneration, Firmness, and Philoprogenitiveness, are large; while those of the side head, such as Acquisitiveness, Appetite, Destructiveness, and Secretiveness, are less conspicuous. Order, Calculation, Form, Causality, Mirthfulness, and Imitation, are well developed; while Conscientiousness, Hope, and Spirituality, are full or large. Cautiousness is also large, and so are Sublimity, Ideality, and Language.

He has a prominent and well-formed chin, which corresponds with a large cerebellum and a strong social nature, rendering him fond of the opposite sex—of wife, children, friends, home, and all the belongings thereto. He must have inherited his mother's organization in a marked degree. The mouth and the lips exhibit stability, decision, earnestness, and warmth of affection, with less playfulness than may be seen in the organ of Mirthfulness and in the eye. There is a length, breadth and fullness in the upper lip which indicates a degree of dignity not to be trifled with. The nose is ample and well formed; more after the Grecian than the Roman type, with all the marks of culture, originality, and analytical power. It is neither an aggressive nor an irritable nose, but it indicates intellectuality and taste.

The eye is large and very expressive. Color blue, and, in connection with the fine mental temperament and a highly-cultivated brain, indicates a full development of language.

The hair is fine (color a dark brown), complexion between light and dark, and, without knowing the fact, we believe he is descended from Anglo-Norman stock. His more immediate progenitors were from England, and Governor Thomas Wells, of Connecticut, was one of his ancestors.

Mr. Wells has all the qualities which fit him for his chosen profession; but should he feel called to engage in other pursuits, he would be almost equally adapted to the ministry, to statesmanship, to authorship, or to preside over some college or other public institution.

The requisites for a good teacher are—good health, to give strength, endurance, and vivacity; a hearty love for the pursuit, including love for children, through which to reach *their* affections; perfect self-control, an even temper, with great kindness, patience, justice, and authority; self-respect, true manliness, with not so much dignity as to overawe the student, and

yet enough to command respect; a peculiar organization and temperament, adapting him to his work; large perceptive faculties and Human Nature, to introduce him at once to all the conditions, to enable him to read character, acquire, and to communicate knowledge to others; good reasoning powers, to comprehend and explain principles; large Language, to give freedom and copiousness in speech; sufficient Combativeness and Destructiveness to give executiveness and force; large Time, to make him punctual; a good memory of names, that he may at once call the name of every pupil, and thus become more familiar with each; large Calculation, to make him quick in figures; Tune, to modulate the voice; in fact, he should be a fully-developed man.

Most of these requisites are combined in Mr. Wells, which renders him so admirably fitted for the high office which he fills.

Phrenological Journal.

SCHOOL EXERCISES.

QUESTIONS USED AT THE ANNUAL EXAMINATION OF THE CHICAGO SCHOOLS, APRIL 14, 1884.

(SECOND GRADE QUESTIONS.)

ARITHMETIC.—1. Multiply one hundred trillions, one billion, and one hundred and one thousand, by eleven billions, one hundred millions, and ten.

2. Find the least common denominator of $\frac{5}{8}$, $2\frac{1}{2}$, $\frac{3}{4}$, and $\frac{1}{3}$.

3. How many yards of cloth, $\frac{3}{4}$ of a yard wide, will line $20\frac{1}{2}$ yards $1\frac{1}{4}$ yards wide.

4. Divide one hundred thousand one hundred and eleven, and eleven thousandths, by ten thousand and one, and one tenth.

5. From $\frac{3}{4}$ of a league take $\frac{7}{10}$ of a mile.

6. How many cords of wood in a pile 18 feet 6 inches long, 12 feet wide, and 5 feet 6 inches high?

SPELLING.—Rehearsal, assertion, perversion, frivolous, implicit, syllogism, official, polygon, mountainous, loquacity.

GEOGRAPHY.—1. Situation, surface, capital, climate and productions of Newfoundland.

2. Mountain systems of South America.

3. Name the political divisions of Europe.

4. Give a full description of Switzerland.

5. Bound America.

6. Why is not a degree of latitude at the equator of exactly the same length as a degree of longitude?

7. Draw an outline map of Great Britain.

GRAMMAR.—1. Define a personal pronoun; name five personal pronouns.

2. Write one or more sentences containing, in all, three verbs in the passive voice, and distinguish the verbs by underlining them.

3. Write a sentence containing the verb *see* in the infinitive mode, perfect tense, and passive voice; one containing the verb *hear* in the indicative mode, pluperfect tense, and active voice.

4. Name the auxiliary verbs.

5. Write ten regular verbs.

6. Write one or more sentences containing, in all, three irregular verbs, and underline the verbs.

7. Give the principal parts of the verbs *lay*, *set*, *fly*, and *overflow*.

(THIRD GRADE QUESTIONS.)

ARITHMETIC.—1. Multiply ten billions, one hundred millions, and one hundred and one, by one billion, eleven thousand, and one hundred.

2. Find the greatest common divisor of 300, 525, 225, and 375.

3. Find the least common multiple of 25, 30, 55, 40, 45, 50.

4. From $27\frac{1}{2}$ take $13\frac{2}{3}$.

5. How many yards of cloth that is $\frac{1}{4}$ of a yard wide are equal to 12 yards of cloth that is $\frac{1}{2}$ of a yard wide?

6. A man sold a piece of cloth for 47 dollars, by which bargain he lost $\frac{2}{3}$ of what the cloth cost him; how much did it cost him, and how much did he lose?

SPELLING.—Pedestal, negligence, apprentice, dependence, incessant, decency, intercede, parliament, ecstatic, tobacco.

GEOGRAPHY.—1. Give the location of the following places: Vicksburg, Santa Fé, Little Rock.

2. Name in order, beginning at the north, the United States which border on the Atlantic.

3. Give a full description of California.

4. Name the political divisions of North America.

5. Animals of British, Danish and Russian America.

6. Bound Texas.

7. Draw an outline map of the State of New York.

GRAMMAR.—1. Define a primitive word; define a derivative word; define a compound word. Write a sentence containing a primitive word; one containing a derivative word; one containing a compound word; and underline these words in the sentences.

2. Write three derivative words containing prefixes; name the three prefixes, and tell the meaning of each.
3. Write one of the rules of spelling.
4. Write one or more sentences containing, in all, five proper nouns.
5. Define an abstract noun. Give three examples.
6. Write the plural form of the following nouns: *quarry*, *thief*, *sheep*, *brother-in-law*.
7. Name the different classes of adjectives, and give an example of each.

(FOURTH GRADE QUESTIONS.)

ARITHMETIC.—1. Add the following numbers: One trillion, four hundred and one millions, and ten; one hundred and forty billions, and four hundred and six thousand; two hundred trillions, thirty-six millions, and nine hundred; seventeen millions, two thousand, and sixty; twenty-five billions, one hundred millions, and eight; thirty-two trillions, two hundred and eighty-five thousand, four hundred and ninety.

2. Multiply one hundred and ten trillions, and one hundred thousand, by one trillion, one hundred and one millions, and one hundred.

3. Divide ten trillions, one million, and one hundred, by ten billions, ten thousand, and one.

4. A and B start together for a place 105 miles distant. A travels six miles an hour, and B seven; how far will A have traveled when B reaches the place?

5. A farmer sold 63 bushels of wheat at \$2 a bushel, and 15 cords of wood at \$6 a cord; he received 2 bbls. of flour at \$9 a barrel, 21 yards of cloth at \$5 a yard, and the balance in money; how much money did he receive?

6. Take 35; multiply by 17; divide by 5; subtract 19; multiply by 100; divide by 1000; multiply by 68; divide by 4; and give the result.

GEOGRAPHY.—1. How many degrees wide is the torrid zone?

2. Length of days and nights in the torrid zone; in the temperate zones; in the frigid zones.

3. Define a peninsula; an isthmus.

4. Define political geography.

5. What is an absolute monarchy? Give examples. What is a limited monarchy? Give examples.

6. Bound Chicago.

7. Name the principal parks of Chicago.

MICHIGAN DEPARTMENT.

CONDUCTED BY J. M. GREGORY, J. M. B. SILL, AND A. S. WELCH.

THE UNIVERSITY OF MICHIGAN.

IN 1824, forty years ago, two men—one from Massachusetts and the other from New Jersey,—traveling westward to the borders of civilization, chanced to meet about thirty-seven miles west of Detroit. The meeting-place was all a wilderness then—an unbroken forest of oaks and hickory, with Indians and wolves around them. Both men were married, and each wife was named Ann. The forest, the hill-sides, the river, gurgling over rocks and winding through the valley, were all pleasant. It was as beautiful as a garden, a place for repose and rest. They made it a home, and called it Ann Arbor.

The tide of civilization has rolled on for forty years, working marvelous changes. The Michigan Central Railroad winds through the valley; the river is harnessed to water-wheels; the forest has been broken up; there are wide fields, busy thoroughfares, farm-houses, churches, schools, a city of seven thousand, and a State University.

After a nine-hundred-mile-railroad jolting, I gladly left the crowded car for a night's rest in this quiet inland town. I received a cordial welcome from the President of the University, Rev. Dr. E. O. Haven, who has but recently entered upon his duties. Dr. Haven is well known in the East as the late able editor of *Zion's Herald*, member of the Massachusetts Board of Education, and state senator from the first Middlesex district. He was for four years a professor in this University, and was called to the Presidential chair by a unanimous vote of the Regents.

I had heard that there was a University at Ann Arbor; I knew that it had an excellent observatory, and one of the finest transit instruments in the world, but supposed the University might be, like many other institutions, a one-horse affair. (That may not be elegant diction, but I have Sidney Smith for authority. He speaks of a forty-parson power.)

I was surprised in stead to find a real University—not a skeleton, not a sham, not a University in prospective, but an institution with its Literary, Law and Medical departments well established, with a faculty of twenty-six professors and instructors, giving instruction to

eight hundred and sixty students! A larger catalogue, I think, than this can not be shown by any other institution. The students are from nearly every loyal state, New England being well represented. The course of study is thorough, the grade is as high as at Harvard or Yale.

No Theological Department has been established. The subject is under consideration, however. The University Library has about twelve thousand volumes, and is rapidly increasing. There is a fine cabinet, a picture and statuary gallery. Rogers's statue of the Blind Girl of Pompeii, the character from Bulwer's *Last Days of Pompeii*, is an exquisite piece of sculpture, and is highly prized as the work of a native of Michigan.

The University buildings are large, well arranged, and beautifully situated. The grounds are spacious and well laid out. The endowment of the institution is *five-hundred thousand dollars*, with an investment which yields *forty thousand* per annum.

A large number of graduates are in the army, and many of the students have been in the ranks. Some bear honorable scars, and, having been discharged from military service, are fitting themselves for a life of usefulness.

Pending the election in Ohio, a dozen of the students made Vallandigham a visit, and presented him with an address, which was trumpeted as being the voice of the University of Michigan; but the seven hundred and more who went not astray held an indignation-meeting, and repudiated Vallandigham and all his works, and his followers.

The Observatory, erected and furnished by the citizens of Detroit, has already written its name on the roll of honor. The telescope, by Fitz, is of American workmanship, and although not so large as the Cambridge instrument, compares favorably with foreign instruments of the same focal length. The transit, as has already been stated, is one of the finest in the world. It is larger than any other in America, and is mounted in the most thorough manner. Prof. Watson, recently appointed astronomer, is a graduate of the University, and a son of Michigan. He has been but a few weeks in his chair, but has already brought himself into notice as a patient, constant, laborious observer, by discovering a new planet and a new comet. The comet may now be seen in Cassiopeia, just emerging from the Milky Way. It is rapidly nearing the earth, and will come within about fifteen million miles. Pity that it would not come a little nearer, that we might see whether it is substance or shadow.

People who have never visited an observatory think it must be very nice to be an astronomer, to have a great telescope by which they can

survey the mountains of the moon, almost to see the man in the moon, and explore the depths of space, where myriads of suns shine in eternal glory, moving through their unmeasured cycles. It is very pleasant to sit with your eye at the little end of the great tube, and gaze at Saturn with his swiftly whirling rings, at Jupiter's belts of darkness, at Mars, glowing with its red rays, at Venus, waxing and waning like the moon; but to be an astronomer you must look by the hour, steadily, almost without winking, lying on your back through the long, still winter night, muffled in your overcoat, with your toes aching with cold, your blood growing sluggish through inaction, with no fire in the observatory, for smoke and heat disturb the air. You must be alone, with no one to talk to. Enthusiasm must keep you warm. The far-distant worlds are your companions. You talk with them alone. Then, when the night work is done, there are the interminable columns of figures to be worked up: calculations which rack the brain and bring on headache. There is a prosaic as well as a poetic side. Visit the observatory at any hour of a clear winter night, and you will find Professor Watson in his cold, cheerless round house, seated in his chair, or lying on his back, looking through the telescope or transit. The same might be said, undoubtedly, of most astronomers.

Such is a glance at the University of Michigan—a young institution, but already a powerful influence for good in the country. How wonderful is the progress of this people! This institution is in a country which twenty years ago was all a wilderness. It is but twenty years old, yet it is established on a firm basis, is well endowed, is fitting six or seven hundred young men every year to do their part in the work of life. And its future prospect is as fair as that of any of the institutions of the country and the world.

CARLETON.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., April 20, 1884. }

VOCAL MUSIC IN DISTRICT SCHOOLS.

QUESTIONS.—1. Is it lawful for directors to order that singing shall be taught in a common school?

2. May directors employ a man to give instruction in singing to the pupils of a school, requiring the pupils to devote one hour to singing each Wednesday afternoon, and an equal portion of time each Friday afternoon?

3. Is it lawful to pay such teacher out of the school-moneys of the district?
4. If the treasurer refuse to pay the order of directors drawn for the payment of said teacher, what is the remedy?

1. It is lawful for directors to introduce into the schools under their control any study which forms a legitimate branch of education. By Section 48 of the School Law, authority is conferred upon directors to 'direct what branches may be taught'. Vocal music may be regarded, in an æsthetic sense, as a legitimate branch of education, and has also strong utilitarian claims to a place in the course of study prescribed for our common schools. The elocutional benefits which it confers, by the exercise and discipline of the vocal organs, entitle it to high consideration at the hands of educators. The voice is as educable as the mind, and there are strong reasons for attending to the culture of the voice, if not *as* strong reasons as for attending to the culture of the mind. The voice is the vehicle of ideas, and the ideas which people our minds can only go out to influence and bless others as they find conveyance in words. The art of *expression* is the great, influential power of the world, and the *orator* bears in his hands both the palm of honor and the sceptre of power among men. But the witching power of the orator over others is more due to his mastery over the voice than to any thing else. It is because his voice has been educated that it has become an instrument of such marvelous influence. The final object of all vocal education, as followed in our schools, is to produce good readers and speakers. If in applying the means to secure this end vocal music is introduced, and our children, as an incident of their vocal education, become good singers also, the accomplishment is a valuable one, and will add so much the more to their usefulness and happiness.

Having authority to direct what branches of education may be taught, and believing, as it is right they should, that vocal music is a legitimate branch of education, directors have the right to introduce singing into the school as a part of the course of study to be pursued.

2. If, acting under this authority, directors appoint that singing shall be taught in the school, it becomes their duty to make provision for imparting such instruction. If the teacher having charge of the school is not qualified to impart the needed instruction, the board may employ one who is so qualified. Here I will say that I think the ability to sing is a very desirable qualification in a teacher. Not that the power to discourse sweet music from that many-toned instrument — the human voice — is an essential to success in the profession (for some excellent teachers have but little musical talent), but that in

possession of this gift, the teacher has always at command a most effectual means of enlivening his school when his work drags heavily. A song, with many voices in concert in the school-room, as an occasional relief from that weariness of the flesh which much study induces, has a most soothing and inspiring effect, besides being promotive of cheerfulness and an appetite to study, and conducive to health and good feeling.

3. The right to employ a teacher to give instruction to the school in singing involves the obligation on the part of those employing him to allow and pay him for services performed under their direction. The power of the directors to order payment to be made for the services so rendered from the school-moneys of the district seems as clear as their right to appropriate such moneys for services rendered in teaching reading, geography, or grammar.

4. When an officer refuses to discharge a duty which the law imposes, he may be compelled to its performance by a writ of *mandamus*. That is the proper remedy in the case mentioned. The treasurer is also liable for misfeasance, under Section 76 of the School Law.

JOHN P. BROOKS, Sup't Public Instruction.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

INTRODUCTION TO NUMBERS.—COUNTING, EMBRACING ADDITION AND SUBTRACTION.—The simplest counting is naming in order the results of the successive additions of one to itself. To count intelligently it is necessary that the learner should comprehend the meaning of one, the starting-point, and also the number of units meant by each of the other terms used; else the process is, like naming the letters of the alphabet without the ability to detect them with the eye or give the sounds they represent, a purely mechanical one. Pebbles, blocks of wood, the numeral frame, any common objects, may be used to develop the idea of number in the child's mind.

Let us look into the process. The teacher lays a pebble upon the desk and tells the class that there is one pebble. After they have become completely familiar with the idea of one by applying it to a number of objects, another pebble is laid out. Do not let them indulge the thought that the second one is *two*: it is only one. Take

one in each hand: bring them together. The idea of *two* embraces both. When the class can readily apply the ideas of one and two, proceed with three, four, etc., in the same manner. Advance slowly. In this way the class will soon be able to count small numbers, and understand that each word used embraces all the things brought together, and not simply the last one taken. They will have an idea of number, and not merely an ability to pronounce in succession a certain number of words. Large numbers should not be presented to beginners, not larger than ten or twelve.

Though it is not in accordance with the theory of the elementary works or with the usual practice, it is our idea that subtraction should be taught in the same lesson with addition. If the pupil comprehends that two and one or one and two are three, it seems to us that he is prepared to understand that two taken from three leaves one, or one from three leaves two, and that it is as easy for him to know it then as after a special lesson. The two ideas are so closely connected that when one is apparent the other seems equally so; and if they are made equally prominent, no additional labor is necessary to impart the second. By this method a greater variety is introduced into elementary lessons,—always a desideratum,—and the child sees at once the relation of the different portions of his study to each other. The economy of time would, with many, be a matter of great consideration.

After the class have learned to count and subtract by ones as far, for instance, as twelve, proceed with the twos in the same manner, first commencing with one, and then with two. Separate one ball from the others on the frame; join two more with it. If carefully instructed in previous lessons, they will see at a glance that there are three. They have learned that two and one are three, and may say it in concert. Now take away two: there is one left. The class say "Two from three leaves one." Next go on to five and back, as before, and so on. It is a good exercise to have the class count as the balls are added, naming only the results, as, one, three, five, etc., and count backward as they are taken away, naming the number left, as, five, three, one. This may be a concert exercise, by a single pupil, or in turn around the class. After a pupil can count, in this way, as far as twelve, he has learned the addition and subtraction tables to that extent.

At each step forward the number of starting-points increases and the interval from one amount to the next becomes greater. The numeral frame may be made to assist the pupils materially at first, but they should become so familiar with numbers as to do without it before going on. For the purpose of keeping the class familiar with

what they have been over, it is an excellent practice to combine, with the aid of the frame, those numbers which they know: for instance, the teacher unites the following numbers of balls, 3, 1, 2, 2, 1, 3, the class or pupil naming the result at each addition, or only the final result, as is desired. A similar course may be followed in subtraction, as, take twelve balls and remove 2, 2, 1, 2, 3, the class naming the remainder as the process goes on. Such combinations, adapted to the advancement of the class, should be written upon the board for the study of the class, they bringing the results to the recitation and going through the process by which they were obtained.

There are objections to the common method of teaching numbers which it is believed the one here presented will obviate to a great extent.

There are no tables, the dread of every pupil, by repeating which again and again a certain amount of knowledge is acquired mainly by its being drilled into their minds rather than being eagerly grasped and appropriated by their mental activities. The monotonous, sing-song repetition of the tables, by which they acquire an unnatural tone and a rapid and indistinct utterance, is avoided. More active mental habits of the teacher as well as the class are necessitated. There is a great economy of labor and time. What was dull and tiresome becomes varied and lively. There is economy of labor and time. No useless form is acquired which it costs much effort to lay aside.

In adding a column consisting of 2, 3, 1, 4, we can see no greater reason for saying two and three are five, and one are six, and four are ten, than for naming each letter before pronouncing the word in reading. The latter practice is now supplanted by a better. We hope that the repetition of a useless formula and the practice of a pupil's spelling out his numbers by counting his fingers will ere long be dropped, and an intelligent reading of numbers, by simply naming results as obtained, be adopted in its stead.

SOLUTIONS — 72. "Given $(x+y)^2 + (x+y) = 30$...[1], $x-y=1$...[2], to find x and y ." In Eq. [1] let $x+y=v$, and it becomes $v^2 + v - 30 = 0$...[3]. In a cubic equation whose form is $x^3 \pm px \mp q = 0$, if q can be divided into two factors m and n , such that $m^3 + p = n$, then one value of x is m . (See *Robinson's Alg.*, Univ. Ed., Art. 164.) In this case $m=v=3$, and $v-3=0$...[4]. Eq. [3] divided by [4] gives $v^2 + 3v + 10 = 0$: whence $v = -\frac{3}{2} \pm \frac{1}{2}\sqrt{-31}$. Therefore $x+y = 3$ or $-\frac{3}{2} \pm \frac{1}{2}\sqrt{-31}$; and as $x-y=1$, $x=2$ or $-\frac{1}{2} \pm \frac{1}{2}\sqrt{-31}$, and $y=1$ or $\frac{5}{2} \pm \frac{1}{2}\sqrt{-31}$. L.

M. J. V. sends the following solution of the same:

Multiplying [1] by $x+y$, we have $(x+y)^4 + (x+y)^3 = 30(x+y)$...

[3]. Completing square by adding $9(x+y)^2+25$ to both members, we have $(x+y)^4+10(x+y)^3+25=9(x+y)^3+30(x+y)+25\ldots[4]$. Taking root, $(x+y)^2+5=3(x+y)+5\ldots[5]$. Transposing, $(x+y)^2-3(x+y)=0\ldots[6]$. Completing square, $(x+y)^2-3(x+y)+\frac{9}{4}=\frac{9}{4}\ldots[7]$. Taking root, $x+y=3\ldots[8]$. To $\frac{1}{2}$ of [8] add $\frac{1}{2}$ of [2], $x=2$; whence $y=1$.

75. By the conditions of the problem, $x^{\frac{1}{2}}-4=x^{\frac{1}{2}}\ldots[1]$. $[1]^2=x^{\frac{1}{2}}-12x+48x^{\frac{1}{2}}-64=x\ldots[2]$. Transposing [2], $x^{\frac{1}{2}}+48x^{\frac{1}{2}}=13x+64\ldots[3]$. $[3]^2=x^2+96x^{\frac{1}{2}}+2304x=169x^2+1664x+4096\ldots[4]$. Transposing [4], $x^2-73x^2+640x-4096=0\ldots[5]$. Multiplying [5] by 4x, $4x^4-292x^3+2560x^2-16384x=0\ldots[6]$. Completing square by adding $8025x^2+7040x+4096$ to both members, and factoring, we have $(2x^2-73x)^2+128(2x^2-73x)+4096=3025x^2+7040x+4096\ldots[7]$. Taking square root of [7], $2x^2-73x+64=55x+64\ldots[8]$. Transposing, $2x^2=128x$; dividing by 2x, $x=64$. M. J. V.

82. If A can do the work in $\frac{1}{3}$ of a day, in $\frac{1}{4}$ of a day he will do $\frac{1}{4}$ of it, and in a whole day he will do $\frac{3}{4}$ of it. If B can do it in $\frac{1}{4}$ of a day, in $\frac{1}{4}$, or a whole day, he can do 4 times the work. If C can do it in $\frac{1}{6}$ of a day, in a whole day he can do 6 times the work. $\frac{3}{4}+4+6=11\frac{1}{4}$, the number of times the work they can all do in a day. If A can do $\frac{3}{4}$ in a day, in $\frac{1}{4}$ a day he can do $\frac{1}{4}$ of it, leaving $\frac{1}{4}$ to be done by all three of them. If all can do $11\frac{1}{4}$ or $\frac{23}{2}$ times the work in a day, to do $\frac{1}{4}$ of it would require $\frac{1}{23}$ of a day, and to do $\frac{1}{4}$, the part left to be done, would take $\frac{1}{2}$ of $\frac{1}{23}$ or $\frac{1}{46}$ of a day.

DOW MATHEWS, 3d Ward, Springfield.

Solutions were received as follows, too late for credit last month: 79. A. Livingston, R. A. Donnelly, C. A. Hurd, Scammon School (Chicago); and M. L. R., Normal. 80. H. Tompkins, C. A. Hurd, R. A. Donnelly, A. Livingston, and B. Davis, Scammon School.

In Problem 78, the sign of the first member of second equation should be *plus*.

PROBLEMS.—85. We have been asked whether all parts of the circumference of a wagon-wheel have the same velocity, when the wagon is in motion. What say our friends, giving reasons?

86. John bought a pair of shoes, a vest, a hat, a pair of pants, and a coat, for \$59. For the vest he paid \$2 more than for the shoes, for the hat \$3 more than for the vest, for the pants \$5 more than for the hat, and for the coat \$17 more than for the pants. How much did he pay for each? (For mental solution.) M. V. B. S.

87. Two persons played for \$32, and agreed that he who first won four games should have the money. After A had won two games and B none, they stopped. How ought the money to have been divided?

H.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE NEXT STATE SUPERINTENDENT.—We are no politician. We have no desire to mingle in partisan strife. Our taste does not run in that direction. We regard it as unfortunate for the cause of popular education that the incumbency of the office of Superintendent of Public Instruction should be brought into the political arena. We would that it were otherwise; but, laying aside our individual wishes, we must take the fact as it stands. There are interests clustering around the selection of the candidate for this office above and beyond all mere partisan considerations. As the conductor of an educational journal, and as connected professionally with the public-school system, we confess to no small degree of interest in this matter. We shall, as briefly as may be, submit some considerations which it seems to us should have a controlling influence in canvassing for a candidate for this office.

He must be a thoroughly loyal man. On this point his record must be unimpeached and unimpeachable, without a blemish or stain. We can not afford, in this hour of peril, to select any man to bear the educational banner whose loyalty is not above suspicion. The interests at stake are too precious to be imperiled by even a suspicion. We want and must have no doubtful man.

He should be fully identified in feelings, in interest, and by his past labors, with the progress and development of the educational interests of the state. Such a man will bring no lukewarm zeal to the performance of his high duties; but with all the enthusiasm of his nature he will throw into the cause all the natural or acquired power at his command.

He should be a practical teacher. On this point we insist. It is a prevalent idea, as absurd as it is mischievous, that any man of competent education can teach or superintend a school. Let the thousands who have tried this and signally failed be witnesses to the contrary. Let the physician stick to his physic, the clergyman to his divinity, and the lawyer to his law-books, for to these they have been educated, and in them they may acquire distinction. We claim that our common schools should be under the supervision of one practically educated to the duties. It is wickedly absurd to put a man at the head of our common-school system who is totally unacquainted with his duties, and who perhaps will in one year make more mistakes than can be rectified in four.

He should be a ripe scholar. Scholarship alone will not fit a man for the place, but at the same time, we deem it indispensable that the incumbent of so distinguished an office should possess scholarly attainments of a high order. It is a situation of commanding influence, and should not be brought into contempt by putting in it one who can not adorn it with a well-endowed and cultivated intellect.

He should be a man of well-tryed and commanding executive ability. The duties of the office are extensive and varied. More than forty thousand school-officers are by law under his supervision. His power should be felt in every corner of the state. He should have the ability to devise, mature and execute extensive plans and combinations, having for their object the building-up of our educational interests upon a basis so broad and enduring that the storms of partisan strife may never disturb them.

He should be a man widely known and acceptable to the teachers and educational men in the state. As the head of the educational system, he should be known, recognized, and appreciated, by that large body of men whose intelligence and cultivation give them a potential voice in the affairs of the state.

He should be honest. True, the office is not one giving to its possessor either

patronage or pecuniary responsibility; yet we hold that honesty, although a homely virtue, is or should be made indispensable to every man in public station, and we would not make this office an exception.

He should be no mere politician, no partisan trickster, no scheming, wire-working demagogue, greedy with the lust for office. We want none such. It is not an office which may be thrown as a sop to a hungry office-seeker without putting in fearful peril interests which we hold most sacred. We deprecate such an influence; and we warn the people of the state not to suffer interests of the highest moment to be bartered away to appease the appetite of political aspirants.

The candidate for this office should be available. By this we do not mean that he should be able merely to command votes. It is quite true and equally clear that he must get the votes or fail in the election. We firmly believe that the man who possesses the qualifications we have attempted to enumerate *is available*; that he can and will be elected if nominated. These qualifications are the only availability we ask. They will deserve, if they do not insure, success in the candidate who may possess them.

Let it not be thought that we have sketched the qualifications of some ideal man. We draw from nature. We believe that we know the man who possesses them all. We need not name him. Our readers will not fail to recognize the one to whom we refer — the man of our choice.

That his patriotism is beyond suspicion, the words of patriotic devotion that close the last Report from the Department of Public Instruction, and the clarion tones that rang through the Representatives' Hall at the opening of the State Teachers' Association in December last, fully attest. That he is identified by a life of labor with the educational interests of the state; that he is a ripe scholar; that he possesses executive ability of the highest order; that he is honorable and upright both as a man and an officer; that he is no scheming demagogue nor political trickster; are facts too well known from his career as a teacher and a public officer, and from official documents of national reputation, to need further attestation. As a teacher, he is known and acceptable to teachers; as a man of cultivated intellect, he possesses the confidence of educated men; as himself one of the rank and file, he will command their influence and support.

We commend him to the people, as one whose election will best promote the cause of education in this state.

SHOULD TEACHING BE A PROFESSION? — There are persons who are not pleased with the article bearing this title in our last number. The trouble is, they insist in making a local application of what was intended to be only a general statement of principles, and the coat is too tight a fit to be comfortable in this spring weather. We are not, therefore, surprised at their discomfiture.

And now, since these individuals insist on putting such a construction on that article, we, too, propose to say something which may or may not have a local bearing. The great metropolis of a state ought to have the best schools in the state, and they ought to be improving every hour. Her teachers ought to be the best paid, and so well paid that it should not be necessary for them to practice the most rigid economy, nor to give time and attention which belong to the schools, though not in school-hours, to speculation in grain, pork, or stocks, or to any other branch of business, in order to make both ends meet at the end of the year. A position in her schools ought to be the height of the ambition of the country teachers throughout the state, as conferring upon them the most honor, dignity and professional standing attainable. They ought to be under management so far above suspicion that, when vacancies occur, no miserable jealousy, nor fear of outspoken, independent opposition to wrong, should prevent the appointment of the best men offering, especially if among them are strong, widely-known, experienced educators. A position in her schools should not be so little esteemed among educational men as to necessitate three several appointments before a man can be found to accept.

And when a man, to whose care are intrusted the educational interests of over ten thousand school-children, with all the fearful responsibilities as to the future life of those children connected therewith, rises in his place, at a meeting called

to discuss these interests, and uses the language quoted in the article alluded to, and by his votes shows that those are his sentiments, we think it is time some notice should be taken of it. And when a man threatens that a certain series of school-books shall be thrown out of the schools, thereby subjecting a whole community to a heavy unnecessary expense, unless the author of the article be discharged from the employ of parties interested in the sale and use of those books, we think the best interests of the schools demand that his place should be filled by a better man. Our school-interests are too momentous to be trifled with by those whose speeches, votes, and methods of action, show that they are not above the vile artifices of the politician.

THE STATE SUPERINTENDENCY.—The teachers of the state have a preference as to who is to be the next State Superintendent. Were they called on for an expression, ninety-nine out of every hundred would name one man, none other than the late honored head of the department. This preference ought to be consulted, and it is not only the privilege but the duty of every teacher to make himself heard. He can not perhaps attend the state conventions, but he can and should show unmistakably to every delegate from his locality what is the earnest desire of the profession throughout the state. There is no time to be lost. We must act now, or the Superintendency may be bartered away, and we may have some second-rate man thrust upon us.

THE NEW SYSTEM OF HOME-DISCIPLINE.—Scene: a nervous old woman with a family of disorderly children. Enter servant girl.

Servant girl. Please, missis, Samuel's been whipping the smaller children!

Old woman. Samuel, you are a naughty boy; go out of doors into the cold!

Samuel. Why, mother, what have I done?

Old woman. Nothing, my son, come in; but lest the neighbors should think me hasty in sending you out, your father shall censure you when he comes home to-night.

Samuel. Why, mother, you are as nervous and undignified as the Board of Education.

STILL THEY COME.—At a special meeting of the school-committee of Springfield, Massachusetts, the salaries of all the female teachers employed in the public schools, except those of the high school, were raised \$25; the salaries of the female teachers in the high school were increased \$50; those of the principals of the grammar schools \$200, making them \$1200; and that of the principal of the high school \$200, making it \$1700.

IOWA.—Hon. Oran Faville, of Mitchell county, has been elected Superintendent of Public Instruction by an almost unanimous vote. A complimentary vote was given to Abraham S. Russell, of Scott, and Dean A. Fletcher, of Jackson, by their friends. The following persons have been elected Trustees of the Agricultural College: Joseph McGowan, of Appanoose; Peter Milinsy, of Black Hawk; Joel Foster, of Muscatine; L. Q. Hoggatt, of Story; and Phineas Cadwell, of Harrison. The following have been elected Trustees of the State University: Rush Clarke, of Iowa City; Lewis W. Ross, of Council Bluffs; and Major Tie Woodward, of Ottumwa. The Executive Committee of the Board of Trustees of the Agricultural College offer three hundred and fifty dollars for the best plan and specifications for a college building, the plans to be deposited with Wm. Duane Wilson, Secretary of the Board, and to be opened on the 15th of June.

The following are some of the late school-statistics of this state: Ratio of increase in population in Iowa from 1850 to 1860, 251 per cent. Ratio of increase in the number of persons between the ages of five and twenty-one years, during the same period, 307 per cent. Ratio of increase in the number of schools, 502 per cent. Ratio of increase in the number of teachers, 817 per cent. Ratio of increase in the number of school-districts, 213 per cent. Ratio of increase in the number of school-houses, 563 per cent. Ratio of increase in the value of school-houses, 1,789 per cent. Number of schools in Iowa at the close of the school-year, October 4, 1863, 6,237. Number of teachers, 8,500.

KENTUCKY.—The Legislature has adopted a new common-school law. The Secretary of State, the Attorney General, and the State Superintendent, are constituted the State Board of Education, who may hold real estate, shall adopt regulations for the government of the schools, recommend the course of instruction and the text-books to be used, and require returns from the county commissioners and trustees. The State Board shall also have power to organize and keep in existence a State Teachers' Association, of which the State Superintendent shall be *ex officio* the President, and the sum of three hundred dollars may be expended annually in its support. The salary of the Superintendent is fixed at \$1500, besides office and traveling expenses. The county commissioners "shall possess a fair English education", and shall be elected biennially by the county judge and justices of the peace in each county. He is required to lay off the districts of the county, visit every school at least once a year, and promote, by addresses and otherwise, the cause of public instruction. He shall also have power to organize a county teachers' association, of which he shall be *ex officio* President. He is required to report annually to the State Superintendent, and to apportion and distribute the county school-money. For all these duties he is to receive two dollars per day for any number not exceeding seventy-five, and one per cent. on the money passing through his hands. No district shall contain more than one hundred or less than twenty free white children between the ages of six and twenty, except cities and towns having a special school system, and the privileges of the public schools are extended only to the free white children between the ages of six and twenty. Each district is under the control of three trustees elected on the first Saturday in April of each year. At this election the electors shall be the qualified voters of the district and widows having children of school age. The trustees shall erect and keep in repair school-houses, select teachers, establish schools, etc., and are required in rotation, or otherwise as they may agree, to visit the school at least once a week, and to report annually to the county commissioner. Teachers are required to obtain certificates from the county commissioner, which are valid for two years; and they have power to suspend pupils for a period not exceeding five days for any one offense. The schools are required to be kept for at least three months in the year in order to receive any benefit from the state fund, and twenty-two days is established as the school month. All school commissioners, examiners, trustees, teachers in common schools, presidents, professors and teachers in colleges and high schools, before entering upon their duties, are required to take the following oath:

"I do solemnly swear that I will support the Constitution of the United States, and the Constitution of Kentucky, and be true and faithful to the Commonwealth, so long as I remain a citizen thereof; that I recognize the binding obligation of the Constitution of the United States, and the duty of every citizen to submit thereto as the supreme law of the land; that I will not give aid to the rebellion against the Government of the United States, nor give aid to the so-called provisional government of Kentucky, either directly or indirectly, so long as I remain a citizen of or reside in Kentucky; and that this oath is taken by me without mental reservation. So help me God."

MICHIGAN.—The annual examination of the Three-Rivers Union School, W. H. Payne Principal, took place during the week ending April 8. Our *Reporter* failing to come to hand, we know nothing further of it. The St. Joseph County Teachers' Association held a meeting at White Pigeon, March 11 and 12, W. H. Smith, of White Pigeon, presiding. A resolution that corporal punishment should not under any circumstances be resorted to for the purpose of obtaining order was introduced, discussed at some length, and unanimously lost. The Committee on Business reported the resolution that Sill's Grammar not only ignores our established etymology, but substitutes a jargon derisive of all authority. It was warmly discussed both *pro* and *con*, and finally postponed to the next meeting. Mr. Payne presented a digest of the details of a Union School, which was warmly commended. The Association entered upon a discussion of the propriety of abolishing the present system of township boards of inspectors, visitors, etc., and substituting a county commissioner with appropriate functions. After a liberal interchange of

views, a motion prevailed to that effect. Addresses were delivered by Messrs. Cooley and Dorris. It was decided to hold the next meeting at Centreville, and Messrs Payne and Dorris were appointed to arrange the programme.

The closing exercises of the State Normal School, at Ypsilanti, took place through the week ending March 10. The examinations were held during the day, and addresses were delivered in the several evenings by Dr. E. O. Haven, J. M. E. Sill, Hon. J. M. Gregory, and A. S. Welch. The exercises of the graduating class took place March 10. In spite of the adverse weather, they were witnessed by a large audience. The essays are highly spoken of, scarcely one failing to show the love of the author for his chosen profession. The spring term commenced March 21, to continue fifteen weeks.

The catalogue of the University of Michigan, at Ann Arbor, shows the attendance for the current year to be larger than at any former period in its history. The total number of students now belonging to the different departments is 866, of whom 221 are in the Law School, 340 in the Medical College, and 295 in the College of Literature, Science, and the Arts. The numbers graduated during the last year from the several departments are as follows: In Law, 45; in Medicine, 34; and in Literature, Science, and the Arts, 45; making a total of 124 graduates for the year.

OHIO.—The Tenth Annual Report of the State Commissioner, Hon. E. E. White, for the year ending August 31, 1863, has been published. The whole number of white children between five and twenty-one in September, 1862, was 919,847; of these 750,413 were enrolled in the schools at the date of the report, and the average attendance was 440,726. 8,612 male and 12,462 female teachers were employed during the year. Average wages per month in common schools—males \$25.73, females \$15.41; in high schools, \$60.08 and \$31.91. No less than 5,000 teachers have been or are in the army! The expenditures for the year were—for teachers, \$1,880,868.67; for fuel and other contingent expenses, \$263,767.98; for sites, \$264,977.08; total, \$2,409,613.13.

The county examiners are evidently discharging their duties with commendable firmness and faithfulness, for out of 24,039 candidates for certificates examined, 5,661 were rejected, only 676 received them for the maximum time, two years, while 8,221 received certificates valid for only six months.

The average length of the common-school year was six months two days; of the high school, eight months twelve days. The state had at the commencement of the year 10,103 school-houses, valued at \$4,466,543; 229 have been built during the year, at a cost of \$186,808. There are 6,170 school-libraries, containing 269,331 volumes, valued at \$187,755, and the apparatus is valued at \$60,715.

We are glad to see how generally the county examiners are practical teachers. It speaks volumes for the efficiency of the system. Of the 233 examiners, 122 are teachers, 42 are lawyers, 27 are ministers, 14 are farmers, and 13 are doctors.

M. T. Brown, Esq., long the popular Superintendent at Toledo, has resigned his position and entered the flourishing publishing house of Sargent, Wilson & Hinkle, Cincinnati. It is surmised that there may be a new series of readers in process of formation, which are to receive Mr. Brown's attention. He is succeeded at Toledo by D. F. DeWolf, Esq., for the last six years at Tiffin, Ohio. Mr. DeWolf is the author of a popular speller published by Sargent, Wilson & Hinkle, and is a very successful teacher.

DISTRICT OF COLUMBIA.—Several years ago Congress passed an act appropriating ten per cent. of the municipal taxes paid at Washington by the colored taxpayers for educational purposes. An official report has been made to the House of Representatives, showing that during the last two years the school-fund has amounted to \$7,137 in the cities of Washington and Georgetown. A day school was recently opened with forty pupils, which increased in a week to 100 pupils, and now want of room compels the refusal of numbers pleading to be admitted.

WISCONSIN.—The following gentlemen have been elected Regents of the Normal Schools for three years: W. E. Smith, John E. Thomas, and Silas Chapman; and H. Robbins, George Griswold, and Wm. Starn, till January 1, 1866, to fill vacancies.

MASSACHUSETTS.—The annual report of the School Committee of New Bedford, for 1883, gives the number of schools maintained by the city as 36, of which 34 are permanent, and all graded except 7 country schools and the alms-house school. Two evening schools for adults are maintained about half the year. The enrollment of scholars was 3,654; average number belonging, 3,238; average attendance, 2,957; per cent. of attendance, 91.8; average cost of tuition, \$8.05; whole cost of tuition, \$26,082.20; number of teachers, 75.

Tuition in Harvard has been raised to \$104 per year.

The salaries of the teachers have been raised in Boston, Cambridge, Roxbury, Charlestown, Chelsea, Newton, Quincy, and several other places. The *Teacher* promises a long list of towns in its next number.

The Boston School-Committee have introduced into several of the boys' schools instruction in military gymnastics and drills, for at least half an hour three times a week.

The four State Normal Schools are in a flourishing condition, and the attendance is large, in the aggregate 415. The course of study has been extended to two years, and a committee appointed by the State Board of Education to prepare a uniform course of study.

The wife of President Hill, of Harvard College, is dead. She was the daughter of the late Josiah Bellows, of Walpole, New Hampshire, a lady of high intellectual culture and the most estimable character.

T. B. Stockwell, Principal of the Holyoke High School, has resigned his position for one in the Providence, Rhode Island, High School.

The summer term of Amherst College commenced April 20. A new and remarkable specimen has just arrived for the college cabinet, a fossil armadillo, nine feet long and five feet high, with a tail fifteen inches in diameter. Prof. Shepard will go to Europe again this summer. A new professor of modern languages is reported—Augustine M. Gay, lately of Charlestown High School, and a graduate of the college in 1850. He is now in Europe.

At a meeting of the legislative Committee on Military Affairs, April 15, the introduction of military drill into the public schools was strongly opposed by several persons, among them Dio Lewis, who said girls needed exercise more than boys, and for the latter only military drill was not the thing, as it made no provision for any exercise of the muscles of the upper part of the body. J. A. Allen, Superintendent of the Westboro Reform School, also opposed the project, on the ground that nine-tenths of the public-school teachers are women, and therefore not good military commanders. William Lloyd Garrison made a 'peace' speech to the same effect.

CONNECTICUT.—Recently the gifts to Yale College have reached the munificent sum of \$530,000, viz.:

Hilsworth bequest.....	\$90,000
Joseph E. Sheffield.....	100,000
State of Connecticut.....	100,000
J. S. Battell.....	85,000
S. B. Chittenden.....	80,000
A. R. Street.....	35,000
Unknown.....	90,000
	\$530,000

Mr. Sheffield's donation is to place the scientific school on a firm foundation. The state donations are the avails of the Congressional grant in aid of agricultural and mechanical education. Mr. Battell's donation is for the erection of a College Chapel; Mr. Chittenden's toward a fund for the support of a college preacher; Mr. Street's for establishing a professorship of modern languages; the unknown donor, for the erection of a building for the occupancy of the students.

Augustus R. Street also proposes to erect upon the College square, at the corner of Chapel and High streets, a building adapted for receiving collections in the various departments of the fine arts, and also for giving instruction in history, principles and methods of art.

Among the contemplated improvements of the College grounds is the erection of a dormitory for the theological students, at an expense of \$25,000.

RHODE ISLAND.—In the legislature, on the day of adjournment, March 26, Mr. Gammell, for the Committee on Education, reported back the memorial of the Trustees of the Normal School, with a resolution authorizing the removal of the school to Providence. Its consideration was postponed to the May session.

A bill abolishing the colored schools in the city of Providence, and providing for the education of the white and colored children in the same schools, was also postponed to the next session, after a protracted debate, the principal reason appearing to be that it was but just to give the city an opportunity of changing the system before the General Assembly enforced it.

In the city council the ordinance raising the salaries of the teachers of Providence was passed by the lower body, but non-concurred in by the aldermen on the ground that, as the General Assembly was about to inflict a serious blow upon the common-school system by abolishing the colored schools, there was no encouragement to take action in the matter of salaries until the result of the state legislation should be known.

A convention of school-officers is called to meet in Providence on the 7th of May, to form a permanent organization and to consult on school-matters.

P. P. HEYWOOD resigned the situation which he has so long filled with honor at Aurora, last January, and entered the employ of Cowperthwaite & Co., Philadelphia, as general agent for their publications in this state.

JOHN HULL, a graduate of the Normal University, has resigned his position as Principal of the Bloomington High School, and will hereafter represent in this state the interests of Brewer & Tileston, Boston.

O. W. HERRICK, for several years the successful Principal of the Oak Ridge School, Harlem, has closed his connection with the school, and will be employed in canvassing the state as the agent of Ivison, Phinney, Blakeman & Co., New York; S. C. Griggs & Co., Chicago. Mr. Herrick's directors offered him fifteen hundred dollars a year to remain.

GEORGE AND C. W. SHERWOOD.—These gentlemen have purchased the interests of the Holbrook School Apparatus Company, and moved their manufactory to Chicago. They have therefore special facilities for the manufacture of school-furniture, which will enable them to supply their customers with the most approved styles of Seats and Desks, without the annoyance, delay, expense and damage of transporting such heavy freight from the East. They will continue to supply globes, maps, charts, philosophical and chemical apparatus; in short, every thing for illustration in all grades of schools.

ISAAC STONE, formerly of Ottawa, Illinois, late Principal of the High School, Kenosha, Wisconsin, has received the appointment of United States Consul at Singapore, at a salary of \$1,500, and has already sailed for his new home.

HENRY M. SHERWOOD, until recently connected with the Holbrook School Apparatus Company, has secured the exclusive agency for the Northwest for Chase's School Furniture, and is also prepared to furnish on the best terms all other articles required by schools. Consult his advertisement in the *Teacher*, and send to him for a catalogue.

LOCAL INTELLIGENCE.

CHICAGO.—At the regular Board meeting, held March 29, Mr. Steele moved the following as additions to the rules and regulations in the matter of discipline in the schools:

Ordered, That each principal and assistant teacher shall make out and preserve a full and complete statement, in writing, of all cases in which corporal punishment shall be inflicted by him or her upon any pupil, specifying the name, age and grade of the scholar punished, the offense charged, and the kind and degree of punishment inflicted, which statement shall be kept open for inspection in the respective rooms of the teacher where they are made during the month, and be

returned by the Principal with his regular monthly report, at the close of each school-month, to the Superintendent, for examination by the Board.

Ordered, That no teacher shall punish a pupil except in the presence of the class to which such pupil may belong.

The question was spoken to by several of the members, all of whom favored the adoption of some such rule, and adopted unanimously.

Mr. Sheahan, from the Auditing Committee, stated that he had been examining the finances of the fund, and found them to be about \$8,000 short; that by the close of the school-year the arrearages would be twenty-three to twenty-five thousand dollars; and that the Comptroller had offered to borrow from other funds the money necessary to continue operations till the close of the present school-year.

The regular monthly Institute was held April 9.

An expression of opinion being called for as to the place of holding the next meeting of the National Association, a majority of the teachers pronounced in favor of some place as far east as New-York city. The general opinion was that if held at some point in New England, the Western delegation would far outnumber that from New England at the Chicago meeting last year.

The Superintendent declined to give an opinion or to decide as to the time when the corporal-punishment rule adopted at the last meeting of the Board is to go into effect.

Five-minute speeches being in order,—Mr. Lane spoke on 'Ventilation'; Mr. Delano on the 'Importance of occasionally thoroughly analyzing the operations and definitions of every recitation'; and Mr. Noble on 'Hobbies'.

Mr. Briggs was elected chairman of Section One; Miss Phillips of Section Two; Miss Winchell of Section Three; Miss Rounds of Section Four; and Miss Tringham of Section Five. In Section One the members entered into a general discussion on History, the general impression being that we spend too much time upon it, but do not produce satisfactory results because of the introduction of so many unimportant circumstances. In Section Two the teachers read various selections, one of which, 'The Charge of the Light Brigade', by Miss Perkins, fairly electrified the hearers. In Section Three 'The requisites of a well-ordered school' were discussed. In Section Four Miss Armstrong conducted an exercise in 'Reading'. In Section Five Miss S. E. Flagg had an exercise on 'Numbers', followed by a discussion on 'Counting'. The annual examination of the second and third grades occurred April 14. The schools closed April 15 for a two-weeks vacation, reopening May 2.

The Annual Report of the Board of Education for 1863 has just been published. The number of districts is 17; teachers, 212; average number of pupils belonging, 10,820; average daily attendance, 10,002.

The per cent. of attendance in the several schools was: Moseley, 95.8; Kinzie, 94.4; Jones, 93.7; No. 12, 93.4; Foster, 93; Brown, 92.6; Dearborn, 92.3; South-Chicago, 92.3; Washington, 92.2; Haven, 92; Ogden, 91.6; Scammon, 91.4; Skinner, 90.7; Newberry, 90.4; Holstein, 86.3; Bridgeport, 96; Colored, 85.1; general average, 92.4.

63 pupils were neither absent nor tardy; 2065 belonged the whole year without losing their membership; 2725 were less than six years of age; and 1148 were over 15. The evening school for males had 32 sessions, enrolling 294 scholars, with an average number belonging of 184, and an average attendance of 146. That for females had 31 sessions; enrolled 189; had an average belonging of 96, and an average attendance of 96.

The permanent school-fund now amounts to \$1,028,440, the income of which amounted to \$41,592.99. The two-mill tax produced \$85,334.65. The amount paid for salaries of teachers and Superintendent was \$88,111.56; for labor and supplies, \$24,598.72.

Of the 21,188 different pupils enrolled during the year, 18,256 were born in the United States, 767 in Germany, 618 in England, 448 in Canada, 298 in Ireland, 186 in Norway, and 143 in Scotland; 5 were born on St. Helena, 2 in Brazil, 3 in Australia, 1 in South-Africa, 1 in Burmah, and 1 in Borneo.

The pupils of the Dearborn School, under the direction of the Principal, Mr. Sabin, gave an afternoon concert in Bryan Hall, April 22, to purchase a piano for the use of the school. It was a success both musically and financially.

ROCKFORD.—The summer term of the public schools commenced on Monday, April 11.

MOMENCE.—C. D. Wilber delivered a course of lectures on Geology at Momence, commencing April 19.

SHELBYVILLE.—This place, with a population of two thousand, has never had a public school-house. There are, however, *seven* whisky shops!

ILLINOIS SCHOOL STATISTICS.—Having had occasion not long since to group together in tabular form the principal school-statistics of the state from the commencement of the present system, we reproduce our table here, for convenience of reference:

	No. of Districts.	No. of Male Teachers.	No. of Female Teachers.	Children under 21.	Children between 5 and 21.	Children attending School.	Av. No. of months of School.	Av. Monthly Wages to Male Teachers.	Av. Monthly Wages to Female Teachers.	Amount expended for all School Purposes.	Av. rate of Tuition per Scholar.
1866	6,813	4,962	4,369	696,348	312,293		45.33	27.10	921,297	2.84
1867	6,709	6,331	4,886	547,625	286,267	365,407	6.75	29.15	19.68	2,270,010	2.74
1868	8,154	7,503	5,878	812,680	472,254	440,339	6.83	29.66	19.48	2,705,051	3.14
1869	8,606	7,904	6,000	851,556	504,631	451,404	6.8	29.42	19.20	2,171,495	3.06
1860	8,956	8,223	6,486	896,248	546,194	472,247	6.9	28.52	18.80	2,259,868	3.19
1861	9,089	8,010	6,716	924,636	570,354	473,044	6.4	28.30	18.66	2,095,455	3.10
1862	9,448	7,713	7,381	975,802	613,014	516,037	6.5	25.00	16.03	2,007,312	2.55
1863	9,463	6,909	8,983	1,094,392	646,224	526,356		26.34	17.30	1,988,555	2.84

DUPAGE COUNTY.—Commissioner Kimball held his examination of teachers at Wheaton March 31.

The summer term of the Naperville School commenced April 11. The directors have been forced to adopt a rule expelling scholars who frequent the saloons of the place, unless they discontinue the practice on being spoken to by the Principal.

SCHUYLER COUNTY.—The Institute for this county was held at Rushville, commencing April 6. The severe rain interfered materially with the attendance. The School Commissioner, Henry Smither, conducted the Institute, assisted by Calvin Chadsey, A. Marple, and others. A lecture was delivered by J. T. Whittemore. The number in attendance was only about forty, but the Institute is now thoroughly organized, and promises to give in future a good account of itself. Henry Smither was elected President, and Thos Billingsale Secretary. Besides the teachers already mentioned, were present, among others, G. W. Scripps, W. W. Potts, Mrs. Jas. McCroskey, Miss Jane Morehouse, and R. L. McGuire.

HARLEM.—The winter term of the Oak Ridge School, O. W. Herrick Principal, closed April 15, with the customary public exhibition. The scholars were well prepared in their parts, and the whole affair passed off successfully. Among the best-rendered pieces were 'The Watcher on the Tower', by May Eggleston; 'Barbara Frietchie', by Amelia Whaples; and 'The Sleeping Sentinel', by Sophia Whaples. A well-conceived scene in Congress was finely carried out by twenty of the older boys.

A most laughable feature of the performance was a series of tableaux, intended to hit off some things which have lately transpired—not in Harlem. The first, entitled 'A Strike among the Teachers', represented three teachers with upraised rawhides about to belabor the backs of as many urchins, upon whom were pinned the inscriptions 'They do n't whip now-a-days', 'You'll get suspended'; and 'Oh! Oh!' In the second scene, 'The effect of the strike on the teachers', they have been forced to engage in other employments; the first is peddling books, the second sawing wood, the third splitting the same. The third

scene, 'The effect of the strike on the schools', represents a school in the utmost disorder imaginable — children pulling hair, turning somersaults, eating apples, making faces, etc., etc. A boy angered at something stands with fists doubled up about to fight the teacher, who endeavors to soften him into subjection by offering him a stick of candy. One assistant-teacher is patting a boy on the head to induce him to learn his spelling-lesson, while a second offers a large girl an apple to persuade her to stop pinching a school-mate. We can not of course reproduce on paper the spirit of these tableaux, but they were acknowledged by all conversant with the circumstances alluded to as being an admirable illustration of their legitimate results.

Mr. Herrick retires from the school, to engage in other business, and Mr. Charles E. Fay, late School Commissioner of Lake county, succeeds him. The summer term commenced April 25.

WARREN COUNTY.—The teachers of Warren held an interesting and profitable institute at Monmouth, commencing on Monday, March 28, and continuing three days.

The exercises on Monday consisted of a public examination of teachers, in the West-Ward School-House, by B. A. Cox, County School Commissioner. Out of twenty-one applicants six received first-grade certificates. In the evening, Rev. R. C. Matthews read a lecture on 'What is Education?' to an attentive audience.

The Institute permanently organized on Tuesday, by electing Rev. D. A. Wallace President, and John A. Gordon Secretary.

Mrs. S. C. Kendall read an essay on 'The reciprocal duties of teacher and parent', which was followed by a lively discussion of the same topic by Drs. Matthews and Wallace, Messrs. Cox, Hummer, and Frew, urging especially the importance of parents' visiting the schools more frequently.

'How may early and regular attendance of pupils be secured?' was then asked, and answered by a general and free expression of experience in both city and country schools. Nearly all agreed that the best the teacher could do was to make the school so interesting that no scholar would willingly be absent.

A lecture by S. A. Hummer, on 'The order of development of the mental faculties and the exercises best adapted to promote their growth', called forth extended discussion on the points brought out by the lecturer,—the length of lessons; the proper method of conducting the recitations; the prize system, etc., the teachers present nearly all participating.

In the evening Dr. D. A. Wallace gave an able lecture on 'Mistakes in Education'.

On Wednesday the exercises opened with an essay by Miss E. E. Lockwood, of Galesburg, on 'School Government', giving her plan of conducting a school so that it 'runs itself'. That teacher governs best who seems not to govern at all. In the subsequent discussion of this topic much difference of opinion was found to exist as to the propriety of attempting to suppress whispering by a fixed rule or whispering-roll.

B. A. Cox read a lecture on 'The interests of common schools in Warren county'.

The Committee of Arrangements were instructed to make out a programme for a Fall Institute, and give notice of the same, with time of meeting, through the county papers.

The occasion was enlivened by excellent vocal and instrumental music.

WINNEBAGO COUNTY.—The Commissioner, H. H. Waldo, advertises that he will sell on the 25th inst., at Rockford, all the lands belonging to the common-school fund of the county, amounting to about twelve hundred acres. The purchaser will have the privilege of borrowing the purchase-money for a term of not exceeding five years, paying interest at the rate of ten per cent. per annum, half-yearly in advance, and giving approved real-estate security.

KANE COUNTY.—Clark Braden, Commissioner, is doing much good in his county through a series of articles on educational topics in the *Elgin Gazette*.

COLES COUNTY.—The Institute should have held its session April 1, but the teachers were just then engaged in making preparations to defend themselves against the expected attack of the chivalry.

The names of the principal teachers present and engaged in the defense are: A. Carroll, E. Blake, N. P. Gates, Jephthah Hobbs, J. F. Campbell, S. Bovell, R. M. Bridges, I. B. Mitchell, J. W. Latta, N. W. Whitney, and H. A. Hunter. William E. Lake, Esq., Commissioner of Cumberland county, was also on hand and ready for action.

The Commissioner, Perry Matthews, Esq., writes that the result of the raid was to carry the election for the Union by overwhelming majorities, and that he means to make another attempt to hold an Institute in September, before which time he hopes to see Sheriff O'Hair and the rest of his traitorous gang put out of the way of again breaking up an Institute, by being hung higher than Haman was.

BOONE COUNTY.—The Institute organized March 28, choosing the Commissioner, Edward Moss, President, and M. Andrews Secretary.

Exercises were conducted by Dr. J. B. Dustin, S. Sweet, S. Gookina, M. Andrews, Misses Jackson, Woodruff, and Vandercook, and others. Lectures by O. Adams, M. Andrews, J. N. Brockway, and G. G. Lyon.

Complaint was made of the numerous instances in which scholars are using readers too advanced, one teacher remarking that he knew scores of instances where scholars were in the second reader who had to stop and spell simple words of one syllable.

The subject of History elicited considerable attention, and it was generally thought to be the best-taught and worst-taught branch in the common-school course.

The session was one of great harmony and profit.

DECATUR.—The salaries of all the teachers have been raised five dollars per month, to take effect from the commencement of the present term. The Primary and Intermediate Schools are much crowded, while the High and Grammar Schools have thinned out.

ROCKFORD.—The examination of the various departments of the West-Rockford School, Mr. Fernald Principal, took place during the week ending April 1. The pupils generally did credit to all concerned.

GALENA.—The Galena schools, having enjoyed a vacation of two weeks, reopened April 11. The old teachers are retained, with the exception of Miss Toby, of the Oldtown School, who has resigned. Her successor is Miss Prier.

At the close of the last term the pupils of the High School, under Mr. Smith, held an exhibition, which passed off with credit to all concerned.

LEBANON.—The examination of Mr. J. Troll's school occurred March 18. Mr. T. has lately published the 'Intuitive Arithmetical Guide, on the Synthetic Analytical Method', for children from five to ten years.

A writer in the *Belleville Advocate* thus speaks of Mr. T. and his school:

"This mode of instruction accustoms the child to self-reliance from its first lesson and onward, and is truly rewarded with success. Scholars from five to thirteen years were examined, which produced signs of satisfaction on the part of parents and friends of the practical mode of training, in their respective studies. Classes possessed confidence in their ability, and a willing desire to answer all promiscuous questions by the spectators as well as by the teacher. The advanced class of boys, from nine to thirteen years old, not only possessed a firm belief in their ability to perform those practical arithmetical questions on the blackboard (given by both teacher and friends), but were positive that their work was correct."

FOWLER INSTITUTE, at Newark, Kendall county, is in a flourishing condition, under the management of A. J. Anderson. The aim of the institution is to fit students for college and prepare them to teach. The summer term began April 27.

CLINTON.—Mr. Marchant continues his able articles on our school-system in the *Public*.

Misses Nellie Quigg and Mollie Roberts have resigned their positions as teachers in the Union School. Mr. Stephen Carter fills the vacancy occasioned by the resignation of the former.

ST. CLAIR COUNTY.—The Institute met in the High-School room at Belleville, April 5, Mr. George Bunsen, Vice-President, in the chair. Exercises were conducted by Rev. Robert Allyn, A. Philo, and others. The officers elected for the coming year are Rev. E. J. Palmer, President, and J. P. Slade, Secretary. Mr. Allyn delivered his lecture on 'Character in the teacher better than attainments'. We infer from the *Advocate's* account that the Institute, for some reason not known to us, only had a single day's session.

SYCAMORE.—The winter term of the public school closed March 25. The examinations lasted the entire week, and were witnessed by an unusually large number of citizens. Monday was devoted to examining the first primary departments, Misses Thompson and Harrington teachers; Tuesday to the second primary, Miss Harrington teacher, and the third primary, Miss Lyon teacher; Wednesday to the junior grammar, under Miss Green; Thursday to the senior grammar, under Miss Parker; and Friday to the high school, under Miss Hathaway and Mr. J. A. Blanchard. The scholars conducted themselves creditably throughout the school. The exercises closed with brief addresses by the directors and other gentlemen present. Sycamore has an excellent school, and we hope her citizens appreciate the fact.

NAPERVILLE.—The winter term of the public school closed with an examination, March 25. The attendance of visitors was not large, except at the exhibition of the grammar department. The examinations were conducted by the principal, Mr. Richmond.

The principal's assistant, Miss Cunningham, received from the girls of her division a fine copy of Longfellow's complete works.

McKENDREE COLLEGE.—We have received the catalogue of this institution for 1864. Rev. Robert Allyn, formerly State Commissioner of Common Schools in Rhode Island, is the President. The catalogue shows a total attendance of 197 in all the departments. The college is located at Lebanon, twenty-two miles east of St. Louis, on the Ohio and Mississippi Railroad. The situation is healthful, the grounds are beautiful, and the village is small, quiet, and retired. The summer term began March 20.

THE ILLINOIS WESLEYAN UNIVERSITY, Rev. O. S. Munsell, D.D., President, is situated at Bloomington. 139 students were in attendance during the winter term. Our friend Wilkins, School Commissioner of McLean county, is one of the faculty; and a former pupil, Miss S. J. Kern, is in charge of the model school. The summer term began April 4.

BOND COUNTY.—We have the report of Thomas W. Hynes, School Commissioner, to the State Superintendent for the year ending October 1, 1863. There are 80 districts, only 2 of which had no school. There are 3833 children between 5 and 21, 3600 of whom have been in school. There are 50 male and 52 female teachers in the county, 89 of whom have taught same school less than a year. 1 graded school in the county, and 1 private school, the latter having 100 scholars. No school libraries purchased. Revenue \$12,143; \$8,800 paid for teachers' wages; \$10 for sites; and \$598 for building two school-houses. Highest wages to male teachers, \$60; lowest, \$18; highest to female teachers, \$25; lowest, \$12. 44 certificates granted; first grade, 5; second grade, 32; third grade, 7.

RANDOLPH COUNTY.—The Institute was held at Chester, April 6, 7, and 8, Robert Mann, Commissioner, was elected President, and J. A. Hamilton Secretary. Following each exercise was a full discussion of the positions advanced.

which must have done much good. In a discussion on the means of self-improvement, Rev. Mr. Charles recommended Mathematics as a disciplinary study, but advised the following of our tastes.

Mr. R. S. Edgar read an essay on English Grammar. It was well received and elicited quite an interesting discussion as to the best methods of teaching English Grammar. Our friend B. G. Roots was present and spoke first. He thought there was no good text-book — no successful method of teaching grammar that he knew of. His experience in teaching this branch was similar to his experience in osier-willow planting. He had tried three or four different ways, and all had failed. Mr. Barler had found great difficulty both in regard to text-books and methods of instruction. He admitted that most of our text-books taught the science or philosophy of language, but thought that our pupils, on account of early wrong habits of expression, failed to learn from them 'how to speak and write the English language correctly'. J. A. Hamilton favored the 'object-lesson' method.

Mr. Barler read an essay on 'Words'; Mr. J. A. Hamilton lectured on 'Man — Physical, Intellectual, Moral'; and Mr. Roots gave a practical exercise on 'School Examinations'.

The second day Mr. T. D. Outen read an essay on 'The value of cultivated intellect'; and Mr. Hamilton conducted an exercise in 'Mental and Written Arithmetic combined'.

A query was found in the box addressed to Mr. Barler: 'Why do you not have recess?' He answered that he thought for larger pupils there should be no recess; that three hours was not too long to study at one time, for large pupils. *As for himself, he could study all day without intermission* — would not like to be interrupted every hour — could not accomplish much if he was. Mr. Roots thought that there should be a recess every hour; that you should study with all your might while you were at it, and then stop.

Miss Coulter conducted an exercise in 'Drawing'; and Mr. Roots in 'Geography'. The latter would begin by drawing a map on the floor. After getting the children to understand this, he would take up this map and place it on the blackboard, all the while requiring the children to copy it on their slates. He would also have them taught by simple illustrations what is meant by 'scale' in map-drawing. Then he would take them out into the yard or field and put all hands to work and throw up mountains and hills, make lakes, oceans, seas, islands, isthmuses, capes, promontories, etc. They would do this immediately preceding a rain, which would supply the water for their rivers, lakes seas, etc. Thus he would teach them descriptive geography.

Mr. Barler lectured on 'Elocution and Select Readings', and Dr. Bond gave an account of what he had seen of education in the South.

The third day the attendance was small, a severe storm prevailing. Mr. Roots commenced the morning with an exercise in Grammar, conducted on the plan of his remarks at the State Association, as reported in the February *Teacher*. Mr. Barler followed, urging the claims of Phonetics and Phonography.

A discussion on the means of securing good order in schools seems to have been an old-fashioned experience-meeting. Mr. Edgar had not had so good success in this matter as he wished. He thought the teacher should be firm, and at the same time mild. Mr. Outen thought the teacher should begin rigid and severe, and not loose at first and afterward grow 'strict'. He believed in mild treatment if it would secure good 'order'; but order should be had at all hazards. Mr. Meek said the best way to keep 'order' was to keep the pupils busy; have but few rules, and enforce them to the very letter. Every act of willful disobedience should be punished. He believed in being very mild and very firm. Miss Alexander had not had much trouble in school-government. She thought the pupils should be kept busy. If the teacher was mild and determined, there would not be much trouble. O. L. Barler thought that the teacher should not be noisy — that he should seldom speak — should be very quiet, if he wished his pupils to be so. J. A. Hamilton spoke. He believed that the teacher could not control pupils unless he could, to a good degree, command their respect and confidence. In order to command the respect and confidence of pupils, the teacher must be

worthy of their respect and confidence. Children can not be deceived. You must be what you profess; say what you mean, and mean what you say; be dignified but familiar, mild but positive; must be actuated by pure motives; must be yourself a person of high moral tone; must be yourself what you wish your pupils to be; else you can not reasonably expect to have proper control and influence over your pupils in the school-room.

The committee reported a series of resolutions disapproving of criticisms on schools by parents and others in the presence of scholars, complimenting the *Teacher*, etc., etc., which were adopted. It was decided to hold the next session at Sparta, commencing September 28.

PEORIA COUNTY.—This county has met with a serious loss. Eight thousand dollars, two-thirds of the whole apportionment, was deposited with C. S. Matteson & Co., who failed a short time since, and are not likely to pay a heavy percentage.

At the April meeting of the Board of Supervisors, W. G. Randall was dismissed from the office of School Commissioner, and N. E. Worthington, of Brimfield, appointed in his stead.

NOTICES OF BOOKS, ETC.

HILLARD'S READERS. Boston: Brewer & Tileston. Chicago: W. B. Keen.

We have been using Hillard's Fifth and Sixth Readers in our school since September last, and, liking them at first, have found time only strengthens our good opinion of them. The selections composing the body of the work are well chosen and of a high order. The peculiarly distinguishing feature of these books is, however, the preliminary elocutionary treatise by Prof. Mark Bailey, of Yale, which is an incalculable help to every live teacher. Of all the 'methods' brought under our notice, this is the only one we consider of great practical use. No explanations by the teacher are necessary, all being made plain to the scholar in *common language*. The illustrations of principles are good, copious, and varied.

THE FRENCH AND ENGLISH FIRST-BOOK; or the Rudiments of French and English Grammar combined. By D. G. Haskins. New York: Barnes & Burr. Chicago: Geo. Sherwood & Co. 1864. 168pp. 60 cts.

This little book has been prepared as an introduction to Van Norman's French Class-Book. Assuming that the pupil has no knowledge of the laws of language, the various parts of speech, with their modifications, both in English and French, are explained, and their use in sentences is shown, copious examples and exercises being given under each chapter. The general plan of the work is a good one, and Mr. Haskins has satisfactorily carried it out.

PROF. JOHN W. S. HOWE'S SERIES OF LADIES' READERS, comprising

The Junior Ladies' Reader. 16mo. 312pp. 90 cents.

The Ladies' Reader. 16mo. 425pp. \$1.18.

The Ladies' Book of Reading and Recitation. 16mo. 425pp. \$1.25.

Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

For use in young ladies' seminaries and high schools, these readers are far superior in several particulars to any we have ever seen. They are bound in the dark brown cloth with which Messrs. Ticknor & Fields have clad our poets, and present by their very appearance striking lessons of care and neatness. The first and second books are progressive, and consist of about three-fourths poetry; the third, consisting of extracts for recitation, is about nine-tenths poetry. It may be used as a reader in the highest classes.

The selections, which are fresh and unusually varied, are of a much higher caste than those usually found in text-books. They are the very gems, the

beautiful things that one loves to read again and again, collected from the best standard authors and poets, and must contribute much toward maturing the culture and refining the taste of the classes who use them. Very few of the stereotyped selections commonly found in such works appear in these, and they are those which it would be unpardonable to omit; such as Bryant's 'Thanatopsis'. As collections of fine poetry simply, these books, the third especially, would adorn any library.

HISTORY OF CHARLES THE BOLD, DUKE OF BURGUNDY: By John Foster Kirk. 2 vols. 8vo. Philadelphia: J. B. Lippincott & Co.

Mr. Kirk conceived the idea of this history while he was the private secretary of the historian Prescott, and thus enjoyed the benefit not only of the ripe experience and valuable suggestions of that author, but also obtained through him unusual facilities for consulting rare works and documents. The subject is one of which American readers in general know little; but Mr. Kirk possesses the happy faculty of telling his story in a most fascinating manner, and of making his characters stand out prominently to view. The pen-portrait of Charles — rash, proud, obstinate, and cruel — in the text is hardly less real than the same characteristics in the engraved likeness opposite the title-page. As a narrative of the last great struggle between France and the feudal princes, in which was decided the question whether she should be one nation or a number of petty states, it possesses a peculiar interest to Americans, because of our own struggle to decide the same question on this continent.

HISTORY OF THE ROMANS UNDER THE EMPIRE. By Charles Merivale. From the 4th London edition. New York: D. Appleton & Co. Chicago: S. C. Griggs. 2 vols. Small 8vo.

Dividing Roman history into four parts — the Kingdom, the Republic, the Empire, and the Decline and Fall, — the history of the first has been written by Arnold, following Niebuhr, and Gibbon has told us the story of the last. The second and third have never been adequately described. The value of Mr. Merivale's work in filling the third part has been universally acknowledged in Europe, and it has been accepted as authority. The narrative is vigorous, searching, and scholarlike. The second volume brings events down to the assassination of Julius Caesar, grouping together the most famous characters of Rome's most critical period.

THE SLAVE TRADE, DOMESTIC AND FOREIGN. By H. C. Carey, author of 'Principles of Social Science', 'The Past, Present, and Future', etc. Philadelphia: H. C. Baird. Chicago: John A. Norton, No. 2 Cobb's Building. 1 vol. 12mo. \$1.25.

This volume contains a discussion of the relations which labor should sustain to capital, the producer to the manufacturer and consumer, in a community. The tendency which the separation of these two interests has to the degradation and finally to the servitude of labor is ably demonstrated and amply illustrated by reference to the history of different nations. The work is not a violent denunciation of slavery, but rather the sound reasoning of a clear and philosophic mind, addressed to the judgment in stead of the prejudice of the reader. The direct object at which the work is aimed may have received a death-blow, but its value is not diminished. Its philosophical research into the cause of the prosperity and decline of states and nations gives it a permanent value. It should be read carefully by every citizen, and especially by every capitalist. w.

EATON'S SERIES OF ARITHMETICS: comprising *Primary Arithmetic*; *Intellectual Arithmetic* (in press); *Common-School Arithmetic*; and *Treatise on Written Arithmetic*. Boston: Taggard & Thompson. Monroe, Michigan: M. Judson Vincent.

From the reputation and long experience of the author of this series as a successful teacher, we have a right to expect that his works will be of more than ordinary merit. And we are not disappointed.

The first book is an introduction of the child to numbers by the object method.

The manner in which the subject is presented, and the illustrations used, are so pleasing that the acquisition of the tables will be almost a pastime.

The second is intended to be an improvement upon 'Colburn's First Lessons', which has hitherto been considered one of the series.

The third embraces all the variety needed for instruction in the great majority of our common schools. The explanations are simple and concise. The pupil is encouraged to thoroughness by frequent reference to previous illustration of principles involved. We like the completeness of the demonstration of principles in that difficult subject, the Greatest Common Divisor.

The fourth, in addition to the usual matter of higher arithmetic, contains a supplement of 80 pages, devoted to a discussion of contractions in arithmetical operations, circulating decimals, etc., besides various philosophical problems and application of arithmetic to geometry, which will be of great value to many who never will have the advantage of a course of higher mathematics. An excellent feature of this book, as well as of the one which precedes it, is that most of the answers to the problems are omitted. We would say to those intending to introduce new books, examine this series.

W.

SORDELLO, STRAFFORD, CHRISTMAS EVE, AND EASTER DAY. By Robert Browning. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1 vol. 16mo. \$1.25.

Harper's *Easy Chair* calls Robert Browning one of the noblest of English poets, according to him the most profoundly dramatic genius in English literature since Shakespeare, and an unrivaled imagination, insight, passion, and subtle power. There is this about Browning, his beauties lie beneath the surface, and must be sought after. He is therefore no favorite with the rapid reader. We trust this republication may give a new interest in his works and a better appreciation of them.

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We have the *Westminster* and the *London Quarterly* for January. The former contains 'Roger Bacon', 'The Tunnel under Mt. Cenis', 'Astrology and Magic', 'The Depreciation of Gold', 'Gilchrist's William Blake', 'Parties and Prospects in Parliament', 'The Inspired writings of Hinduism', 'Russia', 'The Physiology of Sleep', and 'Contemporary Literature'; the latter, 'China', 'New-Englanders and the Old Home', 'Forsyth's Cicero', 'Captain Speke's Journal', 'Guns and Plates', 'Eels', 'Rome in the Middle Ages', and 'The Danish Duchies'.

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JOHN P. BROOKS,
State Superintendent of Pub. Instruction, Illinois

Volume X.

JUNE.

Number 6.

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THE

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DEVOTED TO

Education, Science, and Free Schools.

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ILLINOIS TEACHER.

VOLUME X.

JUNE, 1864.

NUMBER 6.

WHAT SHALL OUR YOUNG WOMEN DO?

To all appearance, there is nothing that a young lady of our times dreads like being an old maid. It seems to be considered the essence of all that is evil in destiny. To be left undrawn in the matrimonial raffle is to be an outcast on the face of the earth,—to wander up and down its dark places, with an unsatisfied heart and a purposeless life. From such a fate our young maidens recoil with horror; and when the future seems, even remotely, to shadow it forth as their own, they are almost ready to cry, in the intensity of their agonizing solicitude, “Any body, Lord!”

Against all this exceeding sensitiveness to an unmarried life I wish to enter my most earnest protest. And that not because the willingness to marry is to be regarded in any other light than as highly meritorious. The young woman who, having fully weighed the responsibility of a wife, having considered the cares and anxieties incident to her position, is yet willing, for the sake of the joy that she can cause to spring up as a perennial fountain in a household, and for the sake of the minds she can train up to serve the cause of truth and of country,—she who is willing, in this light, to assume these responsibilities and to encounter these anxieties is certainly in the way of duty when she marries. To be the mother of great and good men or women is a fate worthy of any woman. She who rears a child fit to be a citizen of this great republic makes a noble contribution to the glory of God and the progress of humanity. All praise then to the loving, faithful mothers of the land! Their mission may well be coveted by right-thinking, earnest souls.

But when we see young women looking forward to this change in their state as to something that is to release them from all responsi-

bility, when they regard it as achieving for them entire independence of the labors and liabilities of life, and when we see them, as a consequence, eager only to secure a husband, even neglecting, in their eagerness, to require with him a true manly character, when on this account we see so many lovely girls throwing themselves away upon miserable semblances of men, unworthy the companionship of any respectable woman,—when we see all this, we can not help feeling that there is a weakness some where.

Is it really such a terrible thing to go through the world single? I know that God in his mercy, as well as his wisdom, has made the heart of woman to abound with the most unselfish affection. But surely there are objects, infinite in number, upon which this affection may be exercised; so that the heart need not remain utterly void. Indeed, we may say far more than this. Let any human being really go forth in the exercise of true affection for God's rational creatures, and there will rise up not one but hundreds of responding hearts, worthy of the affection that appeals to them. Ah! old maids are not the most withered of earth's flowers. The emptiest, ghastliest hearts are those of women who have bartered their love for some unworthy thing,—for an establishment, for a moustache, and a coat that belongs to the tailor, or for the phantom that promises relief from the doom of being an old maid. These are the saddest wrecks.

But what has this class of our population, some times sneered at by unfledged wits, done for the race? "By their fruits shall ye know them." We can not gather the wholesome and genial fruit of kindly deeds from the thorns of disappointed hopes and soured tempers. If unmarried women of advanced years are really the dried-up, withered souls that we so often hear it said they are, their history will show it. We shall find them mere cumberers of the social ground—unproductive drones in the social hive. For where the human sympathies are dried up, or, if not dried up, only converted into vinegar and gall, how can there come forth the practical good that extends its benign influence over the whole face of society? *Ex nihilo nihil*. Heroic deeds are born only of heroic souls. Loving, sympathetic self-sacrifice springs only from loving, gentle hearts. "Ye can not gather grapes of thorns, or figs of thistles."

Let us then call over the names of a few of the women who have become eminent as contributors to the sum of human happiness or the cause of good morals, and see if any of them were members of the sisterhood of Old Maids. From the distant past we have the name of the gifted Hypatia, devoting her powers with a calm earnestness to the investigation of scientific truth, and finally sacrificing her life to

what she cherished as true and right. And Hypatia died at forty-five, unmarried. Next is the multitude of noble women, who, in the early ages of Christianity, and down through the terrible darkness of the middle ages, amid the upheaval of the Roman Empire, and the long bloody anarchy that followed it, devoted the best energies of their loving souls to the duty of nursing the sick, feeding the hungry, clothing the naked, and in general of relieving the distresses of the poor, the unfortunate, and the suffering, — Sisters of Mercy in very deed. And these were wedded only to their divine work. In our own times we have Mary Lyon, accomplishing by her own self-sacrificing energy the beneficent purpose, conceived by herself, which had been pronounced impracticable by the men she had consulted, but which stands to-day an honorable testimony to the Christian benevolence that welled up in the heart of an old maid. And what multitudes of the poor, the insane, and the helpless, in our country, have reason to invoke blessings upon that noble friend of theirs, mighty in her gentleness, Dorothea Dix, who passed from state to state like an angel of mercy, arousing even hardened politicians to a strange appreciation of their duties to the unfortunate, and leaving in her wake substantial tokens of her regard in the form of asylums for the lunatic, the orphan, the blind, and the dumb? And Dorothea Dix still bears her maiden name. In our accounts of the Crimean War we have read of the good deeds of Florence Nightingale, until we have endowed her, in our own minds, with a sort of angelic excellence and loveliness, as she flitted from couch to couch in the hospitals, administering a kind word here, and a cordial there, until she was idolized by the army and worn out by her labor and exposure to disease. But this glowing heroine is an unmarried woman of forty-one years of age, and was more than thirty at the time of her eastern work of love.

Surely this is a record of which any class of our population might well be proud.

But what has all this to do with the objects of a teachers' journal? Much every way. The State of Illinois has given freely of her best blood for the preservation of the national life. Her young men have fallen by thousands in defense of the glorious government that has come down to us from the fathers. And one of the effects of this will be a disturbance of the equilibrium that exists, under ordinary circumstances, between the number of men and women in our state. We shall have an excess of young women. Heber Kimball, that pattern of a holy apostle, says, according to Fitz Hugh Ludlow, that this is a preparation the Lord is making for the universal establishing of

polygamy—a sort of getting-ready for that glorious time coming, when “seven women shall take hold of one man”, etc. That the divine hand is visible in these events we fully agree. But our mind ‘hath it in a more modest working’. The army of young women must be enrolled in the educational corps. Their brothers and those that would have been their husbands have fallen fighting against treason and a disgusting despotism. Let them go forth into a war equally glorious against ignorance, the most effective ally of these traitors and despots. Thus shall they achieve a victory for truth, for their country, and for the race of mankind, whose influence shall be felt through the ages to come.

E.

POLITICAL ECONOMY.—VALUE.

If I take up a new lead-pencil from my table, for the purpose of examining all its qualities, I shall immediately perceive those which are visible and tangible. The pencil has length, a cylindrical form, a black color, is hard to the touch, is composed of wood and plumbago in certain relations to each other, and has the quality, when sharpened at the end, of making black marks upon white paper. Are then these, and such as these, the only qualities of the pencil? No! It has another quality, very important, which is neither visible nor tangible, but relative. IT HAS PURCHASING POWER. It had the power of purchasing from me, two hours ago, five nickel cents, United States currency; and if I should choose to take it back to the store where the exchange was made, it has doubtless the quality still of being able to purchase again from the storekeeper the same number of cents which it first purchased from me.

This purchasing power, which the pencil possesses in common with all other articles which are ever bought, sold, or exchanged, is VALUE, and is the subject of political economy. Political economy is the science of value, and of nothing else. Wherever value goes this science goes, and where value stops political economy stops.

It is convenient to regard value as a *quality* inhering in a commodity or service. The convenience of such expressions as The pencil has value, Gold has value, is so great that science will not consent to forego the advantage of using them, even though they be liable to mislead. She justly prefers to make her language intelligible and

popular, and then to explain precisely what she means by it. Strictly speaking, value is not a quality of any one thing, but a relation which one thing holds to another thing. It is not a quality, in and of itself, of gold, but a relation which gold holds to other things that gold will buy. The notion of value is not conceivable except by a comparison of two things, and, what is more, *of two things mutually exchanged*. Value is the power which one thing has of purchasing other things. Five cents had the power of purchasing my pencil, and my pencil has the power of purchasing five cents. In this transaction the idea of *value* is developed. A similar transaction first introduced that idea into the world, and the endless succession and variety of such transactions has kept the idea in the world, and will keep it here till the end of time. Value, then, speaking strictly, is not an independent quality of the pencil any more than it is an independent quality of the cents. Both are necessary in order that the value of either can be conceived of. The value of the cents is estimated, is measured, by the pencil; and the value of the pencil is estimated, is measured, by the cents.

This is a simple case of value, but it is not the simplest. In this case there is an exchange of one commodity for another commodity; the idea of value is instantly developed, and we say that the pencil is worth five cents, or, what is exactly equivalent, five cents are worth the pencil. The relation between the two purchasing powers is adjusted. This is the common case. The trade of all past ages, and the present commerce of five continents, presents us, in principle, with nothing different from this. The commerce of the world is substantially barter, the exchange of commodities for commodities; and, though many purchases and sales may intervene, and numerous forms of credit may come in, before the transaction is finally closed, these do not alter, in the slightest particular, either the notion of value or its laws. Each repeated purchase and sale presents us over and over again with the same phenomenon, namely, the estimated relation of two purchasing powers. And this relation is value.

The simplest case of value, however, will throw light upon the more complex ones, and will be found to include them. Two farmers, who are neighbors, find, on talking over their expected crops, that one has more hoeing and less haying this year than usual, and the other less hoeing and more haying. A says to B "Come over and help me hoe in June, and I will go over and help you hay in July." B agrees. It is a mutual advantage. And so, to use the old expression, which is better here than any scientific terms could be, **THEY**

CHANGE WORKS. *B does a service for A, and A does a service for B.* The two services balance each other. They are mutually exchanged one for the other; and in the way proposed thus to exchange them the notion of value is conceived, and in the exchange itself value is both produced and measured. B's help in hoeing *is worth* A's help in haying.

This exchange of one service for another service presents the simplest case of value; and I ask the reader's indulgence while I attempt to show that it essentially includes all other cases. If it can be shown that value is always and every where the same thing, that it is always and every where the relation between two services exchanged, then will political economy be seen to possess one grand characteristic of the great sciences, namely, simplicity. This can be shown. There are only four cases of value conceivable. 1st, When a service is exchanged for a service, as by the two farmers already supposed. 2d, When a service is exchanged for a commodity, as when a lawyer gives his client counsel and receives five dollars in return. 3d, When a commodity is given for a service, as in the last example reversed. 4th, When a commodity is exchanged for a commodity, which is the common case of commerce. Any cases of value which do not seem, at first sight, to come under any of these four will be seen, after all, on reflection, to come there. For instance, I buy United States Five-Twenty Bonds for legal tenders. It is commodity for commodity. The bonds give me a claim on the national property. So with a mortgage. So with any form of credit. These are commodities.

Now, then, what are really exchanged in all these four cases are mutual services. The client with five dollars in his pocket is just as much in position to do the lawyer a service as the lawyer is in position to do him a service with his counsel. The counsel is *serviceable* to the client, and the dollars are *serviceable* to the lawyer, and so they exchange. Value is the estimated relation between the two. And just so with commodities. The hatter serves me with a hat, and the shoemaker with a pair of boots, and I serve them with six dollars each; or, if the hatter be in want of boots and the shoemaker of a hat, they serve each other with their respective products. In every case of value, therefore, without exception, what are really exchanged, whether a commodity intervene or not, are mutual services; and value is then produced, and only then, when two persons are in position to render each other a service; and the respective services being rendered, that is, exchanged, and the balance being struck, we have the value of one expressed in the other.

Springfield Republican.

PATRIOTISM AND PARTISANSHIP.

THE common-school system of this country is the admiration of the civilised world. The wisdom of centuries has been employed in laying its foundations, and upon these has arisen a system of public instruction which is the grand palladium of our existence as a free people.

To us of the present generation this rich possession comes by inheritance; and there is danger that we shall underestimate the importance of transmitting it in its highest perfection to our successors. We gaze with delight upon the beauty and symmetry of the superstructure, and seldom stop to inquire whether we have a duty to discharge in guarding and preserving its foundation-stones. In the possession of the present, we are in danger of forgetting our obligations to the past, and our responsibility to the future.

The essential and central idea of a *common school* is that of a school for instruction in branches of *common interest* and *profit*, and from which all subjects of a *partisan* or *sectarian character* are forever excluded. Here is common ground, on which all may unite. Whatever party or sect may have the ascendancy, it occasions no conflict or disturbance here, so long as we abide by these fundamental principles. But we need to have clear and well-defined views of what these principles are. The line between subjects which are appropriate in the school and those which have no place there should be plainly and sharply drawn.

Our common schools are sustained and controlled by the state. Out of this relation grow duties to the state which are paramount to all others. Whatever else may be neglected, patriotism and love of country, loyalty to the constitution and government, should be thoroughly and constantly inculcated. Pupils should learn what treasures of blood our national existence has cost. They should study the constitution till its teachings become a part of their own existence. They should be taught to feel that when the government is in peril no personal sacrifice to save it can be too great.

Lessons of patriotism should frequently be drawn from the lives of illustrious men, whose names adorn the pages of our country's history. Patriotic songs are no where more appropriate than in the school-room. In no other way can love of country be more effectually or more easily taught than through the medium of song.

Such are some of the lessons which should be taught in every

school; and the teacher who neglects to impart them is false to the trust committed to him, and unworthy of the name he bears.

But while there are lessons which we must not fail to inculcate in the public school, there are others which we are under equal obligation to avoid. The compromise upon which our school-system rests, excluding from its teachings all partisan politics and sectarian religion, is a solemn contract which already has the seal of centuries enstamped upon it. He who wantonly introduces partisan questions in the public school is a violator of this contract, and his influence tends directly to undermine and destroy our whole system of free schools.

Under a free government like ours, it is to be expected that partisan views and opinions will often be brought into fierce conflict, and that the surges of political parties will dash violently against each other; but it is the special charge of teachers and school-officers to see that no such questions are ever suffered to come within the hallowed precincts of the school-room. If the time ever comes when the public schools shall be employed by political parties for the inculcation of partisan sentiments, then will our beautiful system of public instruction sicken and die, and with it will perish the brightest hope of our free republic.

There are some questions upon which public opinion is not always the same. Questions which at one period divide political parties may at another period be questions on which they will harmonize. The rule in this case is simple and obvious. So long as a question is generally regarded as partisan, so long should it be excluded from the common school; but when the same question ceases to be regarded as partisan, there can then be no objection to its introduction.

The obligation of the teacher to exclude partisan questions from the school-room does not in the least infringe upon his rights and duties as a citizen. In the exercise of his elective franchise, and in his relations to the various political, religious and social questions that arise, he has the same rights and the same obligations as every other citizen, and should act with the same freedom and independence, in accordance with the dictates of his own understanding and judgment.

W. H. WELLS.

THE ravage of war as to human life is exaggerated in almost all minds, and is never so great as it seems to be. Many of the soldiers who sicken and die in hospitals would have sickened and died at home; while the proportion of all who die from wounds is astonishingly small, and some of these would have perished by accident had they remained at home.

A MOTHER'S THOUGHTS.

SILENT and lone, silent and lone !
 Where, tell me where, are my little ones gone,
 That used to be playing about my knee,
 With their noisy mirth and their boisterous glee ?
 Who littered the carpets and misplaced the chairs,
 And scattered their playthings all unawares ;
 Who called for their suppers with eager shout,
 And while they were getting ran in and out ;
 Who kept all the apples and nuts from spoiling,
 And never saved jackets or pants from soiling ;
 Had ever a want and ever a will
 That added a care to my heart, until
 I some times sighed for the time to come
 When they 'd all be big and go out from home.

Silent and lone, silent and lone !
 Where, tell me where, are my little ones gone ?
 There are no little faces to wash to-night,
 No little troubles for mother to right,
 No little blue eyes to be sung to sleep,
 No little playthings to put up to keep,
 No little garments to be hung on the rack,
 No little tales to tell, no nuts to crack,
 No little trundle-bed brimful of rollick,
 Calling for mamma to settle the frolic,
 No little soft lips to press me with kisses—
 (Oh ! such a sad, lonely evening as this is !),
 No little voices to shout, with delight,
 " Good night, dear mamma, good night, good night !"
 Silent the house is ; no little ones here,
 To startle a smile or chase back a tear.

Silent and lone, silent and lone !
 Where, tell me where, are my little ones gone ?
 It seemeth but yesterday since they were young :
 Now they are all scattered the world's paths among—
 Out where the great rolling trade-stream is flowing ;
 Out where new firesides with love-lights are glowing ;
 Out where the high hills of science are blending,
 Up 'mid the cloud-rifts, up, up, still ascending,
 Seeking the sunshine that rests on the mountain,
 Drinking and thirsting still, still at the fountain ;
 Out in life's thoroughfare all of them moiling ;
 Out in the wide, wide world, striving and toiling.
 Little ones, loving ones, playful ones, all,
 That went when I bade, and came at my call,
 Have ye deserted me ? Will ye not come
 Back to your mother's arms, back to your home ?

Silent and lone, silent and lone !
 Where, tell me where, are my little ones gone ?
 Useless my cry is. Why do I complain ?
 They 'll be my little ones never again !
 Can the great oaks to the acorns return ?
 The broad rolling stream flow back to the byrne ?
 The mother call childhood again to her knee,
 That in manhood went forth the strong and the free ?
 Nay, nay, no true mother would ask for them back ;
 Her work nobly done, their firm tramp, on life's track,
 Will come like an organ-note lofty and clear,
 To lift up her soul and her spirit to cheer !
 And though the tears fall, when she's silent and lone,
 She 'll know it is best they are scattered and gone.

Silent and lone, silent and lone !
 Thy will, O Father, not my will, be done.

FRANCIS D. GAGE.

INDIAN CLUBS AND CANNON BALLS.

A FAMILIAR TALK WITH A BACHELOR TEACHER.

Health is the vital principle of bliss,
 And exercise of health. In proof of this,
 Behold the wretch, who slugs his life away,
 Soon swallowed in disease's sad abyss:
 While he whom toil has braced, or manly play,
 Has light as air each limb, each thought as clear as day. THOMPSON.

It is half-past four, and school is out. What are you going to do? "I shall walk down to the post-office, and then saunter around till tea-time; after that, read till I go to bed." But you need the pure, bracing air of the fields to revive that fine manly form that has been moping six bright hours in a close atmosphere. Button your coat and plunge into the country, nor rest until, on successive occasions, you have traversed every road, explored every prairie, climbed every hill, and bathed in every creek, for miles around. "But I hate long tours, and at any rate get tired of walking by myself." Well, are there no helpless women, no war-widows, in your neighborhood, whose loneliness demands some manly hand to do the little out-door chores of the household? Besides the exercise, this would afford a fine opportunity for the operation of your philanthropy; charity, you know, begins at home, not among the Choctaws. "Ah! I am too modest to offer my services in this way; and, to tell the truth, there is more poetry than solid satisfaction in working for other people for nothing." I see; your case is peculiar. You are willing, of course,

to admit that your stout frame requires some regular performance to call every slumbering muscle into action from head to foot. Here are two plans that I hope will commend themselves to your scholarly taste; of their value I can speak from experience.

Go to the wood-pile, select a round cord-stick a half-foot in diameter, saw into two equal pieces; with the ax make a suitable handle on each, and your instruments of sport are complete. Every evening after school, taking one in each hand, swing them around you in every possible species of gyration. As soon as the perspiration appears on the forehead, desist from the enjoyment, as the dose for that time is complete. *The Spectator* speaks of this cure as known in ancient times.

One of our military boarders has a twenty-four pounder which a wicked rebel carelessly threw at him during the siege of Vicksburg. Grasp this firmly in both hands (any other cannon-ball will do), bend the body forward, and then exert your utmost power to give the missile the greatest horizontal projection. Your ambition will soon become excited to see how many feet the distance will be increased at each effort.

A few weeks' steady practice with these deadly weapons will have such an effect in strengthening the chest and enlarging the appetite that a second cup of coffee and an extra piece of custard will become a nightly necessity.

W. W. D.

THE NATURAL RESOURCES OF ILLINOIS.—I

BY C. D. WILDER.

GENERAL GEOLOGY.—The geological features of the State of Illinois are not of a complex character, and can be easily described. Thorough surveys, made by D. D. Owen, Dr. Norwood, Mr. Worthen, and the recent survey under the direction of the State Natural-History Society, have made apparent the leading facts concerning the natural resources of nearly every county in our commonwealth. The whole series of rock-formations may be classified and arranged as follows, beginning at the bottom of the series:

I. *Lower Silurian*—1. Calciferous sandstone, 100 feet thick; 2. St. Peters sandstone, 150 feet; 3. Galena, or Trenton limestone, 300 feet; 4. Hudson-River group, 100 feet. II. *Upper Silurian*—1.

Niagara limestone, 300 feet. III. *Devonian*—1. Oriskany sandstone, 50 feet; 2. Hamilton group, 120 feet; 3. Black slate, 40 feet. IV. *Mountain Limestone*, or *Sub-Carboniferous*—1. Kinderhook group, 100 feet; 2. Burlington limestone, 200 feet; 3. Keokuk limestone, 100 feet; 4. St. Louis Limestone, 200 feet; 5. Ferruginous sandstone, 100 feet; 6. Chester limestone, 250 feet. V. *Carboniferous*—1. Millstone grit, 300 feet; 2. Coal measures, 900 feet. VI. *Tertiary*—1. Clay beds, etc., 200 feet. VII. *Quaternary*—1. Alluvium, 150 feet.

The entire average thickness of all the rock-formations is nearly 4,000 feet. The general dip or inclination of these formations in Northern Illinois is toward the southwest, giving the Silurian divisions to this part of the state, limited by a line drawn nearly parallel with the Chicago and Rock-Island Railway. Along the Mississippi River the dip is east and west, on an anticlinal axis, breaking in two parts the great western coal-field. In Southern Illinois, along that portion of the Ozark range within our limits, the inclination is nearly north and south. The extensive and varied inclination of our geological formations, caused by these axes of elevation, cut through in all directions by our large river-system, permits an easy study of our rock, mineral and coal treasures. Thus the Mississippi River, from Dunleith to Cairo, a distance of 600 miles, falls 320 feet, cutting through inclined strata, an equivalent of over 3,000 feet in thickness.

The Silurian division, or region of quarries, occupies Northern Illinois, and comprises an area of 17,000 square miles.

The Mountain Limestone district, called sub-carboniferous, affording also excellent quarries, occupies the western part of the state, commencing a little above Rock Island and terminating near Golconda. Its area is about 6,500 square miles.

The Carboniferous, or Coal district proper, covers the largest portion of the state. Its area is 35,000 square miles, and includes the following counties, and parts of counties, the coal boundary dividing unequally the counties bordering on the coal-field: Rock Island, Henry, Mercer, Knox, Stark, Bureau, Putnam, Marshall, LaSalle, Grundy, Livingston, Kankakee, Will, Iroquois, Ford, McLean, Woodford, Tazewell, Peoria, Fulton, McDonough, Warren, Hancock, Adams, Brown, Mason, Cass, Menard, Morgan, Scott, Sangamon, Logan, Dewitt, Macon, Piatt, Champaign, Vermilion, Edgar, Douglas, Coles, Clark, Cumberland, Shelby, Moultrie, Christian, Montgomery, Macoupin, Greene, Jersey, Madison, Bond, Fayette, Clinton, Marion, Clay, Effingham, Jasper, Crawford, Lawrence, Wabash, Richland, Edwards, Wayne, White, Hamilton, Jefferson, Franklin, Perry, Wash-

ington, St. Clair, Monroe, Randolph, Jackson, Williamson, Saline Gallatin, Pope, Johnson, and Hardin.

The general railway system of Illinois intersects or passes through different parts of the great coal-field, each railroad having coal subjacent, as follows: Illinois Central, 372 miles; Chicago and Rock-Island, 166 miles; Chicago, Burlington and Quincy, 228 miles; Chicago and Alton, 200 miles; Logansport, Peoria and Burlington, 108 miles; Great Western, 192 miles; Terre-Haute, Alton and St. Louis, 175 miles; Ohio and Mississippi, 140 miles.

Coal mining has just begun to assume importance. The principal mining operations have been confined to working coal in ravines, either by stripping off the upper surface, soil, clay, etc., or by drifting or driving lanes, opening laterally. The proximity of our coals to the surface permits this mode in all parts of the state except the interior, where, on account of drift-beds, the coal strata are from 200 to 400 feet below the surface. The average depth to the first working bed of coal does not exceed 50 feet. There are four strata or beds of coal in various portions of the great coal-field, only two having been worked to any considerable extent. The following section of the shaft at Lasalle exhibits the coal-beds — their thickness, distance apart, and depths from surface: 1st bed — 6 feet below surface; thickness, 6 inches. 2d bed — 178 feet below; thickness, 5 feet; 3d bed — 235 feet below; thickness, 6 feet. 4th bed — 385 feet below; thickness, 4 feet. The distances apart are respectively 172 feet, 57 feet, and 147 feet. Since coal-seams occupy a general level, like a floor, the depth at which any given seam of coal may be found can be usually determined by the topography of the country.

The principal coal-shafts are located at Lasalle, Braceville, Fairbury, Sheffield, Kewanee, Colchester, Alton, Belleville, Caseyville, Danville, Duquoin, and St. Johns. Coal is also extensively mined in ravines, viz: at Morris, Canton, Bryant Station, C. B. & Q. R. R., Murphysboro, Peoria, and at various points along the Vermilion and Illinois rivers. The total amount raised from the mines per annum is estimated at 650,000 tons. The demand is rapidly increasing, and, judging from recent discoveries of coal in new localities, we shall soon exhume and consume 1,000,000 tons per annum. The whole amount consumed in the United States is about 20,000,000 tons. Great Britain, with a coal-field one-third as large as ours, consumes each year from her own mines 80,000,000 tons. France 6,000,000 tons. Belgium 10,000,000 tons. It is easy to infer the future importance of our coal-trade.

The Illinois coal-field is estimated by Prof. H. D. Rogers to con-

tain 1,277,500,000,000 tons! The Pennsylvania coal-field contains 316,400,000,000 tons! All the coal-fields of North America, 4,000,000,000,000 tons! The coal-fields of Great Britain contain 190,000,000,000 tons!

The economy of coal-burning is obvious from the following facts: If wood cost per cord \$6, and coal, per ton, \$4.50, the latter is cheaper in the ratio of 65 to 100 on passenger trains, and on freight trains in the ratio of 71 to 100. With a train of five cars, the expense with wood as fuel was seven-eighths of a cent per mile; with coal, one-half of a cent per mile. In the yearly statement of the chief engineer of the Illinois Central Railroad for 1860, we find the cost of running freight engines using coal was \$17.81, and the same using wood 26 60, or in that ratio per mile. The cheapness of coal is more apparent, especially in manufacturing, when we consider its power to produce a large amount of heat. To illustrate, let us compare the heating power of several combustibles: seasoned wood will yield 2.567° of heat; turf, 2.732°; bituminous coal, 4.082°; anthracite coal, 4.170°; coke, 4.352°. For domestic purposes the economy of coal over wood is still greater.

In respect to quality, the Illinois coals, which are all bituminous, compare favorably with any American coals. As a general rule, preference is given to eastern coals, which undergo a thorough inspection, cleaning, etc., before they are sent to market. In the Western States there is little or no care in mining: hence our coals are said to abound in sulphur and earthy matter. The impurities referred to can be easily disposed of by selecting and screening at the mines. The complaint, however, will not pass away until we bake or coke our coals, as in France and England. This can be done in large ovens, made for the purpose, near the coal-markets. The cost of making excellent coke need not exceed 30 cents per ton. We must make the *best* of our coals. We can not import largely, and we can not change or mend our coal strata, but we can make them meet every want—smelting ores, driving engines, cooking, heating, etc.—by a simple and cheap process. They will serve future generations 100,000 years, and then not be exhausted.

Very careful chemical analyses have been made of American coals, and the following results have been obtained. These analyses show that we have a number of beds of coal in this state which equal, in every respect, the very best coals of the Mississippi and Ohio valleys. In thickness and other requisites for cheap and profitable mining, they are not surpassed by those of any other portion of the West, and there is only needed enterprise, capital, and energy, to develop a source of

wealth in our state at present scarcely thought of, and which is incalculable :

Designation.	Distance from Chicago.	Thickness of Seam.	Fixed Carbon.	Hygrom. Moisture.	Volatile Matter.	Ash.	Chemist.
		Feet. Inches.					
ILLINOIS.	Miles.	6 10					
Duquoin.....	284		61.20	7.00	88.60	3.20	Blaney.
Murphysboro.....	290	3 06	57.30			4.50	Silliman Jr.
Danville (Upper)	170	} 6	53.40		88.20	3.40	Blaney.
" (Middle)	"		56.80		43.20	2.80	"
" (Lower)	"		55.60		44.40	11.20	"
" (Average)	"				83.20		"
Anvil Rock (Upper)		4	57.90	7.60	29.50	3.50	"
" (Middle)		3 04	54.45	2.00	32.55	11.00	Owen.
" (Main)		5 04	54.40	3.00	33.80	9.00	"
" (Little)		3	59.50	2.00	36.70	2.50	"
Morris.....	60		60.40	3.00	33.60	4.00	"
"	"		57.20	11.00	23.80	8.00	Blaney.
"	"		57.40	10.40	23.00	9.20	"
Little Rock.....	100		54.40	8.00	32.50	4.18	"
Lasalle (Upper)	93	4	60.00	12.00	25.00	3.00	"
" (Middle)	"	5	54.00	12.00	29.00	5.00	"
" (Lower)	From	3 06	48.00	10.40	29.00	11.40	"
OHIO.	Cleveland						
Hammondsville.....	100	4	51.08		46.44	2.47	Newberry.
"	"		66.60		29.20	6.20	Blaney.
McIntosh.....	100	2 06	44.57		38.73	16.59	Newberry.
Brier Hill.....	80	4 06	61.31		36.96	2.79	"
Tallmadge.....	40	4 06	53.40		41.29	2.28	Mather.
Chippewa.....	50	4 06	54.05		42.89	3.08	Newberry.
Bulivar.....	75		50.23		47.04	2.73	"
PENNSYLVANIA.							
Pittsburg.....	101	6	44.93		36.76	7.07	Johnson.
Ormsby.....			64.40		33.20	2.04	Blaney.
Darlington.....	102	10	17.27		34.72	48.00	Newberry.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

MULTIPLICATION AND DIVISION.—Multiplication is a result of addition, and should be illustrated by it. Give the pupil two objects; give him two more: he will see that he has four in all, or that two taken twice equals four—two times two are four. Now give him two more. $2+2+2=6$, or three times two are six. In a similar manner the multiplication of larger numbers may be illustrated. When the child is taught that three times two are six, the fact that two times three are six may be illustrated, also, and the two facts may be learned together: they are different expressions of the same value, and by association will assist to remember each other.

After the six objects have been given to the pupil, ask him to lay

them on the table in two places, putting an equal number in each place. He does so, and perceives, what he has already learned, that three taken twice equals six, or that three is contained in six two times. If he puts them down in three places in the same way, he will perceive that two taken three times equals six, or that two is contained in six three times.

These four processes are so closely related as to form parts of the same whole. Arranged in tabular form, they would be as follows: $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 3 = 2$, $6 \div 2 = 3$. This relationship would seem to suggest that multiplication and division be taught in connection. If any of our friends have taught them in this way, we would like to know the results of their experience. Discarding the table of ones, the tables of both rules, as far as the tens inclusive, may be arranged in forty-five such groups.

The teacher of elementary classes in numbers should continually bear in mind that the surest present progress and future advancement can be secured by giving short lessons and by constant application of what is already known. While learning multiplication, be sure that the pupils lose none of their familiarity with addition and subtraction. In their future study they will have to apply their knowledge of these elementary processes, and familiarity with them should be so great that they will not take the mind from the general plan of a solution. Such application will not only secure readiness, but a greater interest in the study. Such exercises as the following may be presented with profit, either by being previously written upon the blackboard or by being given orally at the time of recitation; they may be recited from slates, or orally: $3 + 5 + 6 - 2 \div 4 = ?$ $6 + 7 + 5 \div 3 \times 4 - 2 - 6 \div 8 = ?$ There is a tendency to give such combinations too rapidly and to embrace too large numbers. This practice discourages many of the class, and the good effects of the exercise are lost to those who stand in greatest need. Better that the exercise be adapted to scholars below the average ability of the class than above it.

SOLUTIONS.—66 (*Dec.* 1863). "Find three square numbers in arithmetical progression, such that if from each its root be subtracted, the three remainders shall be squares."

"Let the three required squares be denoted by x^2 , $25x^2$, and $49x^2$; then we must make $x^2 - x = \square \dots [1]$; $25x^2 - 5x = \square \dots [2]$; $49x^2 - 7x = \square \dots [3]$. Assuming $x^2 - x = p^2 x^2 \dots [4]$, there results $x = \frac{1}{1-p} \dots [5]$. Substituting this value of x in [2] and [3], we have to make $\frac{25}{1-2p^2+p^4} - \frac{5}{1-p^2} = \square \dots [6]$; $\frac{49}{1-2p^2+p^4} - \frac{7}{1-p^2} = \square \dots [7]$; or,

performing the subtraction, and rejecting the square denominator, it only remains to make $5p^2+20=\square\dots[8]$; $7p^2+42=\square\dots[9]$. These two expressions are evidently squares when $p=\pm 1$; putting, therefore, $p=q-1$, they become $5q^2-10q+25=\square\dots[10]$; $7q^2-14q+49=\square\dots[11]$. Assuming $5q^2-10q+25=(mq-5)^2=m^2q^2-10mq+25$, we find $q=\frac{10-10m}{5-m^2}\dots[12]$. Substituting this value of q in [11], it becomes $7\left(\frac{10-10m}{5-m^2}\right)^2-14\left(\frac{10-10m}{5-m^2}\right)+49=\square\dots[13]$; or, performing the subtraction, and multiplying by the square denominator, we shall have to make $49m^4-140m^3+350m^2-700m+1225=\square\dots[14]$. Assuming the last expression $=(7m^2-10m-35)^2=49m^4-140m^3-390m^2+700m+1225$, we get $m=\frac{7}{9}\dots[15]$; but in order that x may be positive, we must have (if m be also positive) $m>\frac{1}{2}$ and <1 , or >5 . Putting $m=n+\frac{7}{9}$, expression [14] becomes $49n^4+\frac{8540n^3}{37}+\frac{83195n^2}{1369}+\frac{22705900n}{50653}+\frac{1561435225}{1874161}=\square$. Assuming this expression $=\left(7n^2+\frac{324370n}{41773}+\frac{39515}{1369}\right)^2=49n^4+\frac{4541180n^3}{41773}+\frac{1109382900934190n^2}{2388882451201}+\frac{22705900n}{50653}+\frac{1561435225}{1874161}$ we find, by reduction, $n=\frac{1041989731}{887759796}$; and $m=n+\frac{7}{9}=\frac{2388882451201}{887759796}$. This value of m , being greater than $\frac{1}{2}$ and less than unity, will satisfy the conditions: $\therefore q=\frac{10-10m}{5-m^2}=\frac{2388882451201}{887759796}$; $p=q-1=\frac{17973525727782532751}{4838198373380887318891}$; hence, $x^2=(\frac{2388882451201}{887759796})^2=25x^2=(\frac{17973525727782532751}{4838198373380887318891})^2$, $49x^2=(\frac{2388882451201}{887759796})^2$. The above value of x is reduced to its lowest terms."

Remark. This solution was effected by Prof. Daniel Kirkwood, of Indiana State University, twenty-four years ago this month. This is the 26th of the Miscellaneous Diophantine Questions in the first London Edition of J. R. Young's Algebra, where erroneous answers are given. Mr. Ward, the American Editor, having noticed this fact, omitted the problem, stating in a note that it would be difficult to find true numbers of any moderation to satisfy the conditions, unless negative answers be admitted. Prof. K. says this solution "cost me much labor"; and that after he had completed it, "I learned that the question had been previously solved in the *Mathematical Companion*."

DEKALA CRYSTAL, ILL., April 26, 1884.

JAMES MATTESON.

Solved also by M. J. V.

76. " $x^2 + y = 378 \dots [1], x + y^2 = 308 \dots [2].$ " Transposing, $x^2 = 378 - y \dots [3], y^2 = 308 - x \dots [4].$ Now it is evident that the second members of [3] and [4] are squares in fact, if not in form. Hence the greatest integral square in 378 must be the value of $x^2 = 19^2$. $\therefore 378 - 19^2 = 17 = y$. The greatest integral square in 308 is 17; $\therefore 308 - 17^2 = 19 = x$. I believe this method of solution will do when x and y are whole numbers. J. M.

In the September number of 1863 will be found another solution for examples similar to the above.

81. Let x represent A's portion of the beef, $400 - x$ B's portion, $y + 1$ the price of A's part, and y the price B paid. By the conditions of the question, $xy + x = 1000$ cents $\dots [1]$, and $400y - xy = 1000$ cents $\dots [2]$. From [1], $x = \frac{1000}{y+1}$; substituting this in [2], $400y - \frac{1000y}{y+1} = 1000$. Clearing of fractions, transposing, and dividing by 100, $4y^2 - 16y = 10$. Completing square and extracting root, $y = 4.5495$ cents, $y + 1 = 5.5495$ cents, $x = \frac{1000}{5.5495} = 180.195$ lbs. A. L.

Also by O. S. W.

83. If I lose 5 per cent. in weighing out my sugar, I lose $\frac{1}{20}$ of the whole weight; \therefore I virtually receive credit for only $\frac{19}{20}$ of what I buy. I lose 10 per cent. or $\frac{1}{10}$ by bad debts. I get returns from $\frac{9}{10}$ of $\frac{19}{20} = \frac{171}{200}$ of what I buy. Now 14 per cent. of 12 cents = 1.68 cents, + 12 cents = 13.68 cents. If $\frac{171}{200}$ of a pound bring 13.68 cents, 1 pound will bring $\frac{200}{171}$ of 13.68 cents, = 16 cents, *Ans.* O. S. W.

The second portion of the answer to the 77th problem, in the April number, should read "It will be a mixed circulate whenever 2 or 5 appears as a factor in the denominator in conjunction with some other number or numbers."

The answer to the 82d problem was sent in by O. S. W. too late for last number.

PROBLEMS.—88. If I arrange the numbers from 1 to 9801 inclusive in a square diagram, in such a way that the sums of the figures in the different rows, vertical, horizontal, or of either of the diagonal rows, shall be equal, what is the sum? O. S. W.

89. Given $x^2 + y^2 = 13$, and $x^4 + y^4 = 97$, to find x and y . M. J. V.

90. If $\frac{1}{4}$ of 16 be 10, what will $\frac{1}{4}$ of 24 be? J. C. D.

91. There is a vessel 1 foot deep, and its length is twice its breadth. Its capacity is $4\frac{1}{2}$ cubic feet. What are its length and breadth?

THE dark races of men have less nervous sensibility than the whites. They are not subject to nervous disease; they sleep soundly when sick, nor does any mental disturbance keep them awake. They bear surgical operations much better than white people.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., May 20, 1864. }

OFFICIAL OPINIONS ON THE SCHOOL-LAW.

Dismissal of Teachers.—School-Directors may dismiss a teacher from employment before the expiration of the school-term, without procuring from the School-Commissioner a revocation of the teacher's certificate. The mere possession by the teacher of a certificate of qualification gives him no *right* to claim employment of a school-board, but is simply a legal *permission* to obtain employment in the public schools, subject always to the conditions proposed by his employés, to wit, the board of directors. Conditional to a teacher's employment, it is required that he be possessed of good moral character, that he be competent to perform the work assigned him, that he be diligent in the performance of his duties, and that the government which he exercises over his pupils be characterized by kindness rather than severity. If, after his employment, it be discovered by the directors that he is incompetent to teach, negligent of his duties, cruel in his administration, or immoral in conversation and deportment, the law will justify his immediate dismissal, on the ground of *unfitness to teach*. The same reasons which justify his dismissal by the directors would justify the revocation of his certificate by the commissioner, provided those reasons involve an inevitable disqualification for his work. In such case the certificate should be revoked. But it does not truly follow that because a teacher is unqualified to teach a school of certain grade he is not qualified to teach one of a different and lower grade. While unfitted, from a deficiency of learning, or from a want of experience, for the duties required of him as teacher of a superior school, he may be sufficiently qualified to teach an inferior one. His failure to answer the expectations of his employers and the public in the *higher* position should constitute no bar to his admission to a *lower* position.

Directors *may* procure the dismissal of a teacher by means of the revocation of his certificate, though they *need* not apply to the commissioner. If application be made to the commissioner, and that officer, being satisfied of the necessity and justice of the course, does revoke the certificate of the teacher, such revocation involves a dismissal from the school, inasmuch as it is a dismissal from the profession of teaching. But directors are not *required* to pursue such a

dilatory course in ridding the district of an incompetent teacher. They may dismiss him at once and directly, upon their own responsibility. Their power to do so is plainly conferred in Section 48.

School-Commissioners and the Government License.—It is held that school-commissioners are not required to procure a government license to qualify them to sell school-lands at public auction. They are not auctioneers, in the sense of the license law. "Every person shall be deemed an auctioneer within the meaning of this act whose *occupation* it is to offer property for sale to the highest and best bidder." A court of law would hardly hold that a school-commissioner is *by occupation* an auctioneer, who is only required incidentally and at wide occasions to cry off to the highest bidders school-lands which may come to sale under his administration. If any other person than the school-commissioner, however, should be employed to sell school-lands at public auction, he would require a license for so doing. In other words, when the school-commissioner does not in person cry off the lands, but employs another to attend to the business for him, the person so employed should be a licensed auctioneer.

Tenure of office of Township Treasurer.—Township treasurers hold their office by appointment from the board of trustees. The law is as follows, Section 32: "Said Board [of Trustees] shall organize by appointing one of their number president, and some person, who shall not be a director or member of the board, township treasurer, who shall be *ex officio* clerk of the board. The said president and township treasurer shall hold their respective offices during the term for which the board of trustees by which they are appointed shall have been elected, and until their successors are appointed, and until their newly-appointed treasurer has given bond, as required by this act." It is held, under this law, that the term of office prescribed for the township treasurer is limited to two years. I assign the following reasons:

1. The treasurer holds his office by precisely the same tenure as does the president of the board; but
2. It is the rule and practice of boards of education, and all similar boards or bodies corporate, where one or more of the members go out of office annually or at stated periods, to *organize anew* as often as new members are elected.
3. The reorganization of the board involves the appointment of its officers, as president, clerk, and treasurer.
4. That the appointment of treasurer is a legitimate part of the business of organization is expressly stated in the terms of the law:

"Said board shall *organize* by appointing one of their number president, and some person [not of their number] township treasurer."

5. If it be required that the board organize at the end of each elective term (two years), the requirement is not satisfied unless a treasurer be appointed, since such appointment constitutes a part of the business of organization — as much so as the appointment of a president.

If these reasons be valid, it is the duty of every board of trustees, not only to appoint a treasurer at the expiration of each elective term, but to require of the officer so appointed the execution of a new bond at the time of his appointment. By disregarding this duty much irregularity and infidelity of official conduct has resulted, and in some instances very considerable losses have been sustained by the township. Cases have been reported to this department where the incumbent of the treasurer's office has held over for a period of many years, and an inspection of the fiscal affairs of the township has disclosed the fact of carelessness and official mismanagement and dishonesty with reference to the school-moneys of the township, as well as the additional fact that the sureties had either died or removed, leaving the township without redress. True, it is the duty of trustees to audit the accounts of their treasurer at least semi-annually; but it is believed that this duty is much neglected, and that the monetary interests of the township are confided for a long term of years, at least in some cases, to the control and management of the treasurer, without even so much as an official inquiry into the facts of his administration. The regularity of succession in the office of treasurer, as contemplated in this article, and as provided for in the law, would more effectually guard the township against pecuniary losses, by *compelling* a biennial auditing of the treasurer's accounts.

In providing that the treasurer shall continue in office 'until his successor shall be appointed, and enter upon the duties of his office', the law does not give countenance to the holding-over policy, by which the same officer is continued in place for years after the expiration of his legitimate term, but simply proposes a provisional remedy for a contingency which may some times arise, to wit, the failure for impossible reasons to appoint the officer at the precise time that the term of appointment expires. It is simply a legal permission for the incumbent to continue in place until another may be qualified, in cases where immediate appointment may be impracticable, thus guarding against the *utter vacation* of the office. To construe this provision of the law as sanctioning the continuance in office from generation to generation of one who may happen to be treasurer is unfair, illegitimate, and absurd. The intention of the law is that the treasurer shall hold his office by the same tenure as does the president of the board of trustees — for two years, and no longer.

Of course a board of trustees may reappoint to the office of treasurer the same person, and such reappointing entirely satisfies the law. But in every such case *a new bond should be required.*

JOHN P. BROOKS, Sup't Public Instruction.

EDITOR'S TABLE.

EDITOR'S CHAIR.

PATRIOTISM AND PARTISANSHIP.—We hope our readers will not overlook the article with this caption in this number. It is from the lately-published report of the Superintendent of the Chicago Schools. To those who are acquainted with the course of Mr. Wells since he has been in Chicago, and more especially for the last two years, it will look very like an extraordinary piece of special pleading. Read the article carefully through, and see if it is not a feeble effort to prove an axiom by whitewashing it.

The Superintendent sets up the man of straw who has troubled his dreams so long, for the pleasure of knocking him down,—and to show how patriotic he is. He is the same unwelcome individual whom he has snuffed afar off whenever he has been upon his travels,—in the school-room, upon the street, and in the institute, and who is quite likely some day to be the 'Old Man of the Mountain', from whose troublesome presence he will strive vainly to rid himself, lest he be borne down to destruction.

"Pupils should learn what treasures of blood our national existence has cost." "They should be taught to feel that when the government is in peril no personal sacrifice to save it can be too great." Certainly: but when it is sought to make a practical application of these teachings by personally enlisting the children in the success of a Sanitary Fair, for instance, as they have been in St. Louis, to the great pecuniary advantage of the fair no less than to the profit of the children themselves, by making them feel that they have a personal interest in the success of the war, thus developing the love of country, and teaching loyalty and patriotism as such pitiful verbiage as this extract would never be able to do,—then frown down and stifle such attempts as partisan in character. What have children to do with loyalty, if it is to be exhibited in aiding sanitary fairs?

"Lessons of patriotism should frequently be drawn from the lives of illustrious men whose names adorn the pages of our country's history." Agreed: but if, in teaching history, in speaking of the momentous period when the two opposing systems, Freedom and Slavery, were in the same year planted on our soil, at Plymouth and Jamestown, the teacher proceeds, as he can not help doing if he discharge his duty, to draw a parallel between those opposing forces, and traces the present war to the clash between them,—then he is introducing partisan questions into the school-room, and the misdemeanor must be brought to the notice of the Board. And yet, in the face of this article, and of all that has been said and done in the past two or three years to disgrace and belittle prominent teachers in the opinion of the members of the Board of Education, is it not an astounding fact that no teacher has ever yet been accused of introducing political questions into his school-room, nor has any complaint ever been made of its having been done?

"The teacher who neglects to impart these lessons is false to the trust committed to him, and unworthy of the name he bears." Yes: but the man who, as chairman of the committee, wrote a series of patriotic resolutions passed at the meeting of the State Association at Rockford owes his failure to secure an election as principal of one of the city schools to the fact that he wrote those resolutions; though in all the qualities which make a man or a teacher he was confessedly head and shoulders above every other applicant for the position.

"The obligation to exclude partisan questions does not in the least infringe upon his rights and duties as a citizen. In the exercise of his elective franchise," etc., etc. Certainly not: but what then could induce a man, an American citizen, in these times, to live in a city eight years without exercising that right? Oh, Mr. Su-

perintendent Wells, if in these eight years you had been always found standing up manfully for the right; if your voice had ever condemned wrong; if you had not alienated the able, outspoken, fearless men on your corps of teachers,—the only men whose friendship and respect were worth any thing to you, because they were the only ones who would dare to defend you,—by failing to render them your cordial support whenever they deserved it; if you had voted oftener and written less such articles as this; if both your friends and your enemies had known where to find you, you would now have far more of one and less of the other, and you would not have been forced to take from your pocket your report, and point to this article as a vindication of your patriotism; while your friends would have been spared the mortification last summer, when you were nominated for President of the National Association, of being obliged to vouch for your loyalty to save you from defeat. And in the days to come, when the man who has spent the most money and done the most service for the cause, and yet has not shouldered a musket, will have hard work to justify himself in the eyes of his children for staying at home, how little worth will be the apology of him who can point only to such shallow expressions as these, as his only record in his country's behalf in this time of her great peril.

A BURST FROM GOV. ANDREW.—It does n't always pay to read governors' messages, but Gov. Andrew's last to the Massachusetts Legislature will amply repay a second reading. It closes with the following eloquent strain:

"The heart swells with unwonted emotion when we remember our sons and brothers, whose constant valor has sustained on the field, during nearly three years of war, the cause of our country, of civilization and liberty. Our volunteers have represented Massachusetts, during the year just ended, on almost every field and in every department of the army where our flag has been unfurled. At Chancellorsville, Gettysburg, Vicksburg, Port Hudson, and Fort Wagner, at Chickamauga, Knoxville, and Chattanooga—under Hooker, and Meade, and Banks, and Gilmore, and Rosecrans, and Burnside, and Grant—in every scene of danger and of duty, along the Atlantic and the Gulf, on the Tennessee, the Cumberland, the Mississippi, and the Rio Grande—under Dupont, and Dahlgren, and Foote, and Farragut, and Porter—the sons of Massachusetts have borne their part, and paid the debt of patriotism and valor. Ubiquitous as the stock they descend from, national in their opinions and universal in their sympathies, they have fought shoulder to shoulder with men of all sections and of every extraction. On the ocean, on the rivers, on the land, on the heights where they thundered down from the clouds of Lookout Mountain the defiance of the skies, they have graven with their swords a record imperishable.

"The Muse herself demands the lapse of silent years to soften, by the influence of time, her too keen and poignant realization of the scenes of war—the pathos, the heroism, the fierce joy, the grief of battle. But, during the ages to come, she will brood over their memory. Into the hearts of her consecrated priests will breathe the inspirations of lofty and undying beauty, sublimity, and truth, in all the glowing forms of speech, of literature, and plastic art. By the homely traditions of the fireside—by the head-stones in the church-yard, consecrated by those whose forms repose far off in the rude graves by the Rappahannock, or sleep beneath the sea—embalmed in the memories of succeeding generations of parents and children, the heroic dead will live on in immortal youth. By their names, their character, their service, their fate, their glory, they can not fail:

"They never fall who die
In a great cause; the block may soak their gore;
Their heads may sodden in the sun, their limbs
Be strung to city gates and castle walls;
But still their spirit walks abroad. Though years
Elope and others share as dark a doom,
They but augment the deep and sweeping thoughts
Which overpower all others, and conduct
The world at last to FREEDOM."

"The Edict of Nantes, maintaining the religious liberty of the Huguenots, gave lustre to the fame of Henry the Grand, whose name will gild the pages of philo-

sophic history after mankind may have forgotten the martial prowess and the white plume of Navarre. *The great Proclamation of Liberty* will lift the ruler who uttered it, our nation, and our age, above all vulgar destiny.

"The bell which rung out the Declaration of Independence has found at last a voice articulate to 'Proclaim liberty throughout all the land and to all the inhabitants thereof'. It has been heard across oceans, and has modified the sentiments of cabinets and kings. The people of the old world have heard it, and their hearts stop to catch the last whisper of its echoes. The poor slave has heard it, and with bounding joy, tempered by the mystery of religion, he worships and adores. The waiting continent has heard it, and already foresees the fulfilled prophecy, when she will sit redeemed, regenerated, and disenthralled, by the genius of universal emancipation.

"I know not what record of sin awaits me in the other world. But this I do know, that I never was so mean as to despise any man because he was poor, because he was ignorant, or because he was black."

It is more to the honor of a man to have written that last sentence than to be governor even of Massachusetts.

P. R. SPENCER died at his residence, in Geneva, Ohio, April 16, aged 68 years.

The deceased was the author of the far-famed 'Spencerian' system of Penmanship, which for over 40 years has claimed his almost undivided attention. He was born in Greene county, New York, and moved to Ohio in his boyhood, while that country was new. Here he established himself in his profession, and while industriously engaged as a teacher, became also an excellent historian, a good speaker, and a poet of acknowledged ability. But his chief acquisition in this line was the poetry of motion and form as embraced in his excellent system of writing, which has already become the standard for business writers throughout the country.

A man of conscientious life; intelligent, kind, companionable, he had an extended circle of personal friends, who will mourn his loss with deep sincerity.

WM. D. TICKNOR, Esq., of the firm of Ticknor & Fields, the well-known Boston publishers, died at Philadelphia, April 10. He had arrived on the 5th, in company with Hawthorne, the author, and during a ride took a severe cold which resulted in congestion of the lungs. He was upward of fifty-three years of age, and had been in the publishing business for a quarter of a century. The firm was originally W. D. Ticknor & Co., but was changed several years ago to Ticknor & Fields, when Mr. James T. Fields, who had been brought up in the establishment, became a partner. Mr. Ticknor was a cousin of Mr. George Ticknor, the distinguished author of the 'Life of Prescott'. He was an excellent man of business, and universally beloved by those who enjoyed the rare felicity of his acquaintance. He was for more than thirty years Treasurer of the American Institute of Instruction, was always present, and looked forward to its meetings as his annual vacation. He has left a wife and family. One son is in the army. The eldest son, Howard Ticknor, who has been in the establishment since he graduated at Harvard, will probably be the future representative of the family in the firm of Ticknor & Fields.

NATHANIEL HAWTHORNE, the author, died at Portsmouth, New Hampshire, May 19. He had been in poor and failing health for some time, and while traveling with ex-President Pierce had reached Portsmouth, where he was stopping for a few days. He retired at night with no signs of sudden failure, and was found dead in his bed about three o'clock in the morning. Mr. Hawthorne was born in Salem, and would have been sixty years old had he lived till July 4. He was best and wisest known as an author, a charming essayist, an original and fascinating novelist; and as a writer of pure, undefiled English he had few if any superiors in this country. The works by which he is best known are *The Scarlet Letter*, *House of the Seven Gables*, *Blithedale Romance*, *The Marble Faun*, *The Life of Franklin Pierce*, and his last book, *Our Old Home*, sketches of his life in England during his consulate. He has been for some time engaged on a new novel, which he left unfinished. Many, both in this country and abroad, will mourn the loss

of the accomplished man of letters; but at this time, when all our energies are bending in one direction, the regret and grief of the loyal people of the North is not and can not be what it would have been had Mr. Hawthorne ever expressed a word of sympathy for the cause in which we are fighting, or manifested any interest in the preservation of our national integrity.

THE STATE SUPERINTENDENCY.—Our readers can judge from the tenor of the articles in the Editor's Table last month, how much satisfaction we have in being able to announce the nomination by acclamation of Mr. Bateman for State Superintendent by the Union State Convention, which met at Springfield, May 25.

Only two men were mentioned as candidates, either of whom would have filled the position with honor to himself and with satisfaction to the profession. Our editorials last month were dictated by no disrespect for Mr. Eberhart's abilities, or ill-feeling toward him, as he well understands. He was our second choice, and would have received our hearty support if Mr. Bateman had not been a candidate. To his honor be it said, for it shows that he had the welfare of the cause at heart, he withdrew his name, as indeed he had assured us beforehand he would do, as soon as he saw that Mr. Bateman was the unmistakable choice of the profession throughout the state. Though he will not be our next Superintendent, he has gained a victory which will be worth something to him some day.

THE NEW GYMNASTICS.—We lately dropped into the Academy of the New Gymnastics on Randolph street, Chicago, so successfully conducted by Messrs. O. W. and J. E. Powers during the past winter, to witness the operations of one of the evening classes. Some fifty pupils of both sexes were present, and as many visitors. The movements were executed with skill, and with an evident enjoyment which never in our experience attached itself to the old system.

Finding an opportunity of enlarging their sphere of usefulness, the Messrs. Powers have organized the 'Northwestern Normal Institute'. The institution, incorporated under the laws of Illinois, will be in full operation the coming summer, and will afford abundant facilities for the most thorough training in gymnastics.

THE CHICAGO MUSEUM.—Teachers and others coming to the city should not return without visiting the Chicago Museum, on Randolph street, near Clark, now under the management of J. H. Wood & Co.

In these days of object-lessons, they will find there materials for instruction which are attainable in no other way. The teachers of Chicago have during the last winter visited it with their entire classes, as affording them the most interesting and satisfactory method of giving the instruction required. The museum of natural history contains some two hundred thousand objects, many of them very rare. To these attractions are always added others which change from week to week. The proprietors have also fitted up an excellent lecture hall for the purpose of giving unexceptionable dramatic exhibitions. The only piece yet introduced is the great moral drama called the 'Ticket-of-Leave Man'. It has been on exhibition six weeks with no diminution of interest. Conveying a lesson which can not be mistaken, of a high moral tone, unexceptionable in words or acts, this drama will do good to all who see it, and we wish it were possible for every teacher in the state to do so. It would form a most interesting basis for a morning's moral lesson.

Y DRYCH.—Newyddiadur Cenedlaethol at Wasanaeth Cenedl y Cymry yn y Talaethau Undig. Cyhoeddedig bob dydd Sadwrn, dros y Perchenog, gan T. Y. Griffiths, Utica, N. Y. Telerau: I dderbynwyr unigol yu unrhyw le o fewn terfynan y Talaethau Undig a'r Tiriogaethau, \$2.00 y flwyddyn yn nulaen llaw. Gellir dechreu y tanysgrifad gydag unrhyw Rifyn yn nghorff y flwyddyn.

A newspaper came to us the other day bearing the caption which heads this item, and printed throughout in the curious language indicated by the above extract, which is its business announcement.

What to make of it we did not know until on the last page we stumbled upon the following: "Y Drych, *The Mirror*, the only Welsh newspaper published on the American continent," etc. It boasts a circulation of three hundred thousand.

MICHIGAN.—The next meeting of the Michigan State Teachers' Association will be held at Ann Arbor, commencing July 5th. Hon. J. L. Pickard, Superintendent of Public Instruction in Wisconsin, is to deliver an address.

The people of Northville, Michigan, are erecting a substantial brick school-house, to cost about seven thousand dollars. It will be completed in time for the fall term, when they will want an experienced teacher to take charge of their school. Our friend G. A. Brown, under whose excellent management the school now is, intends leaving with the present term.

Prof. Alexander Winchell, of the University of Michigan, and Geologist of that state, has recently been elected a member of the Société de Géologique de France, to which he was nominated by the eminent geologists Messrs. DeLesse and Manton.

We spent one day of our recent vacation in visiting some of the schools of Detroit, in company with their efficient superintendent, J. M. B. Sill, Esq. The system which Mr. Sill has introduced, not only in each individual school, but in the whole educational plan of the city, has already produced very marked improvement. Of many excellent things we saw during our visit, the one that impressed us most favorably was that neither teachers nor superintendent took a minute's time from the regular exercises of the day because of our presence. Every where was faithful, earnest work, such as, if continued, and encouraged as it deserves, will ere long place the public schools of Detroit on a level in point of excellence with those of any city East or West. The people are beginning to realize that the amount paid for the general care of their educational interests is one of the most profitable investments of the public money that can be made. The Board of Education have made a slight increase in teachers' salaries, and are striving to find means for a further and still greater increase. These war-times and high prices demand it of those in charge of schools generally.

From the General Catalogue of the University, just issued, we gather these items: The first class graduated in 1846, numbering eleven. Since that time there have been nine hundred ninety-nine graduates, distributed among the various departments as follows: Science, Literature and Arts, 472; Medicine and Surgery, 374; Law, 158. Of this number there are now living 936.

This institution has a large and efficient corps of professors, an endowment sufficiently large to defray current expenses, and a splendid geological cabinet and Museum of Natural History and Fine Arts. Its library numbers about 12,000 volumes.

NEW YORK.—Columbia College is about to follow the example of Harvard, Yale, and Dartmouth, in the establishment of a scientific department, to be called a school of applied sciences—the course of study covering three years, and embracing analytical chemistry, metallurgy, lithology, and the formation of metallic veins, geology, paleontology, machines, mining, mining legislation, etc. As a first step, the trustees are now organizing a school of mines and metallurgy.

J. W. Bulkley, Esq., has just been reelected for the tenth time Superintendent of Schools in Brooklyn, New York. During the past year the Board voluntarily raised his salary to \$2500.

From the State Superintendent's Report for the year ending December 31, 1883, it appears that the number of school-districts in the state is 11,734; of school-houses, 11,753, of which 216 are log. The amount expended for sites and for building and repairing sites was—in the cities, \$242,547.53; in the rural districts, \$186,961.40, making during the last ten years for these purposes \$6,332,988.68. The libraries contain—in the cities, 93,656 volumes; in the rural districts, 1,078,748. The total amount expended for libraries was \$29,465.65; for apparatus \$133,206.20. The number of persons between the ages of four and twenty-one was—in the cities, 453,798; in the rural districts, 903,249; total, 1,357,047. The total attendance was 886,815; the average school-year in the cities was between ten and eleven months; in the rural districts seven months and eleven days. The cities paid their teachers \$1,294,871.65; the rural districts, \$1,431,015.02; total, \$2,725,886.67; the total amount raised for all school-purposes was \$2,095,910.08. The number of male teachers employed was 6,394; of females, 19,819.

The number of pupils in the New-York Deaf-and-Dumb Institution was 819, sixty-six of whom were admitted during the year.

In the Institution for the Blind were 145 pupils, 71 males and 74 females. During the year 30 have left by graduation and otherwise. There are 20 teachers.

In the Asylum for Idiots were 140 pupils of every grade of idiocy.

The provisions for the education of the Indian children have been faithfully carried out. The current expenses of these schools for the year were \$5,077.19.

The State Normal School (D. H. Cochran Principal) has had 279 pupils in attendance, and has graduated 60. Their average age is 22 years, and they have taught an average period of 8½ months before entering school.

Fifty-five Institutes have been held during the year, the only one less than two weeks in length being one week. One was six weeks, and two four weeks. The aggregate number of teachers present was 9,027. The largest number at any Institute was at Jamestown, Chautauque county, 584; the least at Warrensburgh, 52.

MAINE.—The state has accepted from F. O. J. Smith the estate given for the establishment of a primary agricultural college. The officers of Waterville College have obtained subscriptions amounting to \$30,000 during the winter in aid of the college. E. P. Whipple, of Boston, has been elected orator for the coming commencement.

The number of children in Maine between the ages of four and twenty-one years is 234,775; the number of school-houses 3827.

NEW HAMPSHIRE.—Prof. Daniel J. Noyes, of Dartmouth College, has secured \$5,000 in Concord by subscription, for the use of that college. It is thought this amount will be increased sufficiently to endow a professorship, to be called the Concord professorship.

The new high-school building in Concord has just been dedicated. It cost \$25,000.

VERMONT.—An annuity of \$1,200 was lately presented to Dr. Lord, late President of Dartmouth College, chiefly through the efforts of Ex-President Pierce, with whose views of slavery, etc., the doctor's letter, accepting the gift, indicates cordial sympathy.

EDUCATION IN FRANCE.—The report of the condition of the French Empire, for 1863, which was recently laid before the legislative body, gives us important information in regard to the progress of education among the masses of the people. There are at present 82,135 primary schools, or 16,136 more than in 1848. There are 4,731,946 scholars in all, nearly a million more than in 1848, or a quarter of the whole. The 36,499 communes provided with means of instruction comprise 41,426 public and free schools, special for boys, or mixed as to the sexes, of which 37,892, numbering 2,145,420 pupils, are directed by lay teachers; 3531, numbering 982,008 pupils, are taught by Romish ecclesiastics. It is estimated in their report that more than 600,000 children are without the means of education. Other authorities estimate the number at a much higher figure.

Large numbers of the ecclesiastical teachers appear to be sadly deficient in moral fitness for their positions. No less than 124 of the teachers of the public schools have been brought to trial for immoralities and indecencies, and the number of condemnations among the ecclesiastics has been five to one of lay teachers. The government authorities are seeking to impress the country with the truth that money expended in schools is so much saved on prisons, in illustration of which this report shows that while the scholars have increased more than a million since 1848, crime has diminished nearly fifty per cent. In one department where the schools are usually full, the prisons have frequently been empty.

The *Opinion Nationale*, the *Siecle*, and the *Temps*, are just now incessant in their efforts to stir up the public to demand improvements in the system of public instruction, and its extension to every child in the Empire. Their programme is radical and thorough. They demand that education shall be universal, gratuitous, and obligatory, and none of the teachers shall be ecclesiastics. These points are urged with eminent ability and tact in these powerful Paris journals. The

Monde, one of the best of the ultra-montane Romanist journals, has recently undertaken to controvert the theory of liberal education, but the argument and growing popular feeling are evidently on the other side, and the belief is confidently expressed that the light of universal education will soon illumine the whole mass of the French people.

APPARATUS SENT TO EUROPEAN EXHIBITIONS.—In accordance with the request of the Danish Minister, and of Mr. Seward, Secretary of State, and the direction of Governor Buckingham, a collection of school-apparatus, embracing the articles manufactured by the Holbrook School Apparatus Company, at Windsor Locks, and those made by other manufacturers, or used in the common schools of Connecticut, has been prepared and forwarded to Copenhagen for the exhibition of the schools of the North, and the educational convention to be held next May.

NOT RESIGNED.—James W. Sheahan, member of the Board of Education, editor of the *Chicago Post*, and biographer of Stephen A. Douglas, has *not* resigned his position on the Board. On the contrary, he has been twice reelected for the next three years during the last two months. We can imagine a worse calamity to the schools of Chicago than to deprived of Mr. Sheahan's *valuable* services.

RESIGNED.—The Editor has resigned his position as Principal of the Moseley School, Chicago, and will hereafter be found at the rooms of the Fourth National Bank of Chicago, No. 4 Clark street, of which he has been elected cashier.

POPULARITY OF WEBSTER.—Webster's Unabridged Dictionary, published by G. & C. Merriam, met with unprecedented success at the New-York trade sales, 6000 copies selling at duplicating prices. This firm generously contributed twenty-five Webster's Dictionaries to the Brooklyn Fair, which sold for \$162.

A new publishing firm has just been formed in New York by Henry O. Houghton, of the famous Riverside Press, Cambridge, and M. M. Hurd, who has just retired from the firm of Sheldon & Co.

ILLINOIS STATE TEACHERS' ASSOCIATION.—
Dec. 31, 1863.

	Cr.
By balance in treasury.....	\$36 05
“ Receipts from annual membership fees.....	134 00
	<hr/> \$170 05
	Dr.
To paid by order of the Auditing Committee.....	\$44 00
Balance in the treasury.....	126 05
	<hr/> 170 05

JAMES P. SLADE, Treasurer.

MARRIED.—In Chicago, May 2d, 1864, at the Church of the Redeemer, by Rev. J. H. Tuttle, Mr. EUGENE AKIN, formerly Principal of School No. 12, and Miss ABBIE C. BOYNTON, all of Chicago.

In Chicago, by the Rev. C. H. Fowler, March 7th, 1864, GEORGE W. LATIMER, of Detroit, and Mrs. JULIA E. KEITH, of the Ogden School, Chicago.

At Harlem, by Rev. H. N. Bishop, April 20th, Mr. ETHAN CRANDALL, and Miss MARGARET E. HAND.

DIED.—In Chicago, March 9th, of diphtheria, GEORGE NORTHEED, aged 1 year and 3 months; and on the 10th, of typhoid fever, FANNY CLARK, aged 5 years and 3 months, only children of George and Adaline C. Sherwood.

In Chicago, March 14th, EMMA F. CHAMBERLAIN, wife of Benjamin R. Cutter, Principal of Washington School, aged 23 years and 8 months.

In Chicago, May 6th, of consumption, SOPHIA JANE MARSHALL, aged 23 years, late Head Assistant in the Skinner School.

In Chicago, May 17, Mrs. FRANCES M. RAWSON, sister of D. S. Wentworth, Esq., and for several years teacher in the Brown School.

MISCEGENATION.—Wicked people there are in Rhode Island. Not content to gratify their desires without obtruding them upon the public attention, certain persons have petitioned the General Assembly for a charter of *The Amalgamation Company!* Legalized miscegenation, melaleukation, amalgamation! Shade of Roger Williams, what next!

MARCH at the head of the ideas of your age, and then these ideas will follow and support you. If you march behind them, they will drag you on; and if you march against them, they will certainly prove your downfall. **LOUIS NAPOLEON.**

LOCAL INTELLIGENCE.

ILLINOIS NATURAL-HISTORY SOCIETY.—The Second Volume of Transactions is now being printed. It will contain 300 pages, and will be beautifully illustrated with engravings on stone. The following are among the articles:

1st. Prof. Turner's address on Education, at the dedication of the Museum. 2d. Dr. George Vasey's new Catalogue of the Plants of Illinois. 3d. Origin of the Prairies, by Prof. Alexander Winchell. 4th. Trees in Winter, by Dr. Frederick Brendel, with fifty illustrations. 5th. B. D. Walsh's papers on Entomology. 6th. Natural Resources of our Commonwealth, by C. D. Wilber. 7th. The Avalanche of the Ocean, by Prof. Turner. 8th. Limits of Aborescent Vegetation in Illinois, by Dr. Vasey. 9th. New Theory of Respiration, by Dr. J. A. Sewall. 10th. The Illinois Coal-Fields, by C. D. Wilber, with forty illustrations. 11th. Chess and Wheat. 12th. Miscellaneous Papers. 13th. Secretary's Report. 14th. Curator's Report.

An extra number of copies of the Second Volume of the Transactions of the State Natural-History Society will be printed, enabling persons who are not members to obtain copies of this important volume. Although the cost of materials, lithographing, printing, paper, etc., is exceedingly large, the work will be offered at \$1.50 per single copy. To clubs of five or more subscribers, the price will be \$1.00 per copy. Charges prepaid by mail or express. The subjects are such as particularly interest the citizens of the Empire State of the West, and it is hoped that they will encourage the efforts of the society to provide useful information for the people, by promptly subscribing for this volume. The engravings are from Shober's lithographic establishment, Chicago. It will be ready for delivery August 1st. Copies of the first volume can be obtained from the Secretary.

The number of specimens added to the Museum since June 25th, 1863, is 4,000, including plants, fossils, minerals, and crystals. A large and splendid collection of casts of rare fossils, from European Museums, has just been received. The society is free from debt, and is rapidly carrying out the objects for which it was founded. The next Annual Meeting takes place Tuesday and Wednesday, June 21st and 22d, 1864. Address **C. D. WILBER, SEC. ILL. NATURAL-HISTORY SOCIETY,** Box 385, Bloomington, Illinois.

STATE NORMAL UNIVERSITY.—The present school-year at the Normal University closes on Friday, June 24th, 1864. The next term commences Monday, September 5th, 1864. It is important that all students of the University should commence with the first day of the term. The Annual Examination of the Normal Department will commence on Tuesday, June 21st, and continue until Thursday evening, June 23d. The class in the Theory and Art of Teaching will be examined on Thursday. Commencement exercises, Friday, June 24th, commencing 10 o'clock A.M. Address before the Literary Societies Thursday evening. Model School closes on Wednesday, June 22d. Examination of classes in the Model School taught by the students of the Normal department, Tuesday, June 21st. Examination of classes taught by the permanent teachers of the Model School, Wednes-

day, June 22d. During the examination of both departments, the session will commence at 8:45 A.M., and close at 2:30 P.M. RICHARD EDWARDS, Principal.

NORMAL, ILLINOIS, MAY 23, 1864.

P.S.—The Northwestern Musical Academy, under some of the best instructors in the country, will open in September, with Profs. Fargo and Palmer as Principals.

R. E.

TEACHERS' INSTITUTE AT THE STATE NORMAL UNIVERSITY.—It is proposed to hold a Teachers' Institute at the Normal University, beginning on Monday, August 1st, 1864, and continuing four weeks, *provided seventy-five teachers will promise to be present.*

The time will be devoted —

1. To a thorough drill in the methods of teaching the common branches of study.
2. To practical discussions upon the duties of teachers in the school-room, including discipline, organization of schools, philosophy of instruction, etc., etc.
3. To a consideration of the rights and duties of the teacher under the law.
4. To drill and discussion upon such other topics as may be thought useful and appropriate.

The exercises will be conducted mainly by the instructors of the University, each of whom will devote an hour each day to the Institute. But the services of eminent educators in other parts of the state will also be secured. Constant and thorough work will be expected of the members. There will be no expense except for board, which can be had in the immediate vicinity of the University for \$3.00 per week. All earnest teachers and friends of education, near and remote, are cordially invited to be present. Every friend of the enterprise is solicited to forward to the undersigned, at Normal, Illinois, all the names known to him of persons who will promise to be present, together with their post-office address. The letters must reach this place by June 20th, in order that notice of the Institute, if it is to be held, may appear in the July number of the *Illinois Teacher*. In addition to the notice in the *Teacher*, circulars will be sent to all persons sending names to the undersigned, in case the requisite number of names, 75, is received. Teachers of Illinois, it is left to you to say whether this Institute shall be held, and whether, if held, it shall be successful.

RICHARD EDWARDS, Principal State Normal University.

CHICAGO.—The summer term of the public schools opened May 2.

The regular meeting of the Board was held May 3.

The resignation of Mr. S. A. Briggs, as Principal of the Moseley School, was offered and accepted, and Mr. Jeremiah Slocum was transferred from the Kinzie to the Moseley to supply the vacancy.

A special meeting of the Board was held May 11, at which Mr. Samuel K. Martin, of Milwaukee, was elected Principal of the Kinzie. The regular monthly Institute was held May 14. The exercises opened by singing 'America'. Mr. Wells reports no progress in procuring an invitation from any city for the National Teachers' Association. Five-minute speeches were listened to from Mr. Meserve on 'Position'; Mr. Welch on 'Teaching the Multiplication of 9s'; Mr. Porter on 'Self-Reporting'; Mr. Noble on 'Position and Manners'; and Mr. Stone on 'Moral Instruction'. Section One elected Mr. Heywood chairman, to fill vacancy caused by the resignation of Mr. Briggs, and discussed the subject of Spelling. Section Two listened to a Reading-Class from the Jones School, Miss Perkins teacher. No. 3 — Miss Stowe, of the Skinner, an exercise on 'Colors'; Mr. Blackman, a few remarks on the 'Use and Abuse of the Voice'. No. 5 — Methods of employing pupils in Tenth Grade.

The Common Council, not recognizing the validity of the late election of members of the Board, at its meeting May 16 elected Messrs. J. H. Foster, J. W. Sheahan, C. N. Holden, L. Brentano, and D. S. Wentworth; the latter in place of H. T. Steele; the rest being reelected.

Mr. Martin having declined the principalship of the Kinzie, the Board held a second special meeting May 21, at which Mr. Ira S. Baker was elected.

The resignation of Mr. Morton Culver, Principal of No. 12, was offered and accepted, and Mr. Jeremiah Mahoney was elected to fill the vacancy.

The Superintendent reported his having addressed a letter to the corporation counsel asking which set of new members he should notify, and whether he was to regard the *Tribune*, or the *Times*, as the corporation newspaper. As if there were any question as to what the decision would be. The *Times* truly called it 'a stupid query'.

Certificates of qualification to teach were voted to L. S. Baker, Charles Chaisagrem, Mark Bailey, and L. E. Parker.

HANCOCK COUNTY TEACHERS' INSTITUTE.—The semi-annual meeting of this body was held in the town of Augusta, commencing April 11th, and continued four days.

The exercises were interesting and profitable; about fifty teachers participated in them. In the absence of C. H. Case, Esq., the School-Commissioner, Geo. W. Batchelder, Esq., the 1st Vice-President, presided.

Lectures were delivered by Rev. E. L. Hurd, on 'Our Systems of Education'; Rev. E. N. Bartlett, on 'The Model Teacher'; Rev. W. A. Chamberlain, on 'Reciprocal Duties of Parent and Teacher'. Exercises were conducted by F. O. Crane, A. S. Westcott, Miss Anna Gray, E. V. Bartlett, Miss Mertie Compton, and others. The programme was very full and varied, and the Institute must have been most successful. There are live teachers in Hancock county.

LEE AND WHITESIDE INSTITUTE.—This combination of talent met in Goldman's Hall, Amboy, Lee county, on Monday, April 4, and continued until Thursday night. Mr. Atherton, Commissioner of Lee, in the chair, and Mr. Wall Secretary. Writing was conducted by Scribner; Grammar, by Messrs. White, Phinney, and Smith; Mental Arithmetic, by McGibeny; Written, by Atherton and Russ; Primary Teaching, by Savage; Spelling, by Thomas; History and Composition, by Davis.

On Thursday, the last night, the citizens of Amboy generously gave us a free festival at the Passenger House. Royal refreshments were followed by toasts and elegant utterances of wit and reason.

We were favored with lectures during the session by Wilber, Edwards, Lyon, and Eberhart. Good essays, of home manufacture, interspersed the drills.

For a mere county Institute, the number in attendance was very large—115 of our beloved brethren being enrolled.

W. W. D.

NOTICES OF BOOKS, ETC.

COUNCIL AND COMFORT SPOKEN FROM A CITY PULPIT. By the author of the *Recreations of a Country Parson*. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 1 vol. 16mo. Gilt top. \$1.50.

A series of essays on religious subjects, in the Country Parson's peculiar style. Some of the subjects are: 'Thankfulness'; 'The Blessed Comforter'; 'The Well-grounded Hope'; 'Nothing without Christ'; 'Departed Trouble and Welcome Rest'; 'The Desire to be Remembered'; 'The Redeemer's Errand to this World'; 'No More Pain'; 'The Limits of Human Experience'; and the 'Needfulness of Love to Christ'.

THACKERAY, THE HUMORIST AND MAN OF LETTERS. By Theodore Taylor. With Portrait and Illustrations. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 12mo. \$1.25.

This memoir of Mr. Thackeray will be very acceptable as filling an intermediate place between the newspaper article and the elaborate biography which may be expected in due time. Mr. Taylor had peculiar means of acquiring information for the purpose of his sketch, and to this he has added such particulars as have

been already made public through the foreign publications. He has received assistance in the way of anecdotes, etc., from Mr. Kinglake, Lady Bulwer Lytton, Cruikshank, and other distinguished persons. This story of Mr. Thackeray's life and labors includes also a selection from his characteristic speeches, now for the first time gathered together. The volume also contains *In Memoriam*, by Charles Dickens, and *A Sketch*, by Anthony Trollope.

INDUSTRIAL BIOGRAPHY: Iron-Workers and Tool-Makers. By Samuel Smiles. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 16mo. \$1.25.

The present volume is of that practical value which characterizes *Self-Help*, and Mr. Smiles's other works. It embraces: The Relation of Iron to Civilization; the Beginnings of the Iron Manufacture in Great Britain; Iron-Smelting by Pit-coal; the Invention of Cast-Steel; The Scotch Iron Manufacture; the Invention of the Hot Blast; the Relation of Tools to Civilization; the Invention of the various Tools now used in the Iron Manufacture; and brief Biographies of the early Iron-Workers and Tool-Makers. It is a valuable and instructive book.

THE LAWS AND PRACTICE OF WHIST. By Cavendish. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. Square 16mo. Gilt.

This little work, which has reached its fifth edition, is, as its title indicates a complete and exhaustive hand-book of the science and practice of this game. Besides copious illustration of the principles, twenty-four model games are introduced and played through, thus tending to fix thoroughly in the mind the principles of the earlier part of the work.

THE PENSION, BOUNTY, AND PRIZE LAWS OF THE UNITED STATES; with forms and instructions for collecting arrears of pay, etc. By Robert Sewell, Counselor at Law. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 8vo. Law sheep. 958pp. \$3.50.

Serving on the staff of the Governor of New Jersey, it became Mr. Sewell's duty to visit the various transports arriving at New York, and to transfer the disabled soldiers to the hospitals of that state. Hence he was frequently asked questions by the men concerning their pay, bounty, and pensions, which he was unable to answer, as no book contained the information desired. Accordingly, using the instructions of the Auditor and the Commissioner of Pensions as a basis, and adopting the plan of keeping a copy of the papers of each class of cases, he soon conceived the idea of putting them into the form of a book, judging from his own experience that such a work had become a necessity.

The plan pursued is to take one of each class of cases, and show every step to be taken from the beginning to the end. The government prefers that claimants be their own attorneys; but under the instructions issued by the departments, this is to a great degree impossible. With this book, however, any person of intelligence may prepare the ordinary cases of pay, bounty, and pension claims. To lawyers, this work will save more time and trouble in a single case, if they should never have more, than its cost. To officers, soldiers, and the public generally, it will be useful as containing a large amount of information on a subject now brought home to half the families in the land.

MAYHEW'S PRACTICAL BOOK-KEEPING. By Ira Mayhew, President of the Albion Commercial College, Michigan. Boston: Chase & Nichols.

A simple, progressive and inexpensive, yet practical and thorough work, designed for use in our common schools.

MITCHELL'S NEW SERIES OF GEOGRAPHIES; consisting of

1. *First Lessons*; 67pp. With maps and various engravings.
2. *The New Primary*; small 4to. With twenty colored maps, and a hundred engravings.
3. *The New Intermediate*; large 4to. With twenty-three large copper-plate maps and numerous engravings. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen.

The immense sales of Mitchell's old series of geographies in times past, and their exceeding popularity even up to the present time, is conclusive proof of their merit as text-books.

The present series embraces all that the experience of so many years could suggest, together with all the improvements and changes up to the present time. The principles and definitions are clear and concise. The maps are all new, and the questions on them are full, complete, and suggestive. The descriptions are simple and expressive, and the important historical facts are briefly alluded to in their proper places. So well has the author digested and executed his plan, that the pupil in passing from one book of the series to the next but enlarges his maps and text as with a magnifying glass, the more detailed features—rivers, towns, area, population, etc.—coming into view, and he proceeds to find additional interest and instruction in traveling more slowly, and with a more practiced eye, over the same route. His earlier study thus assists his later, in stead of being, as is often the case, a hindrance to it.

Fresh, complete, and philosophical, this series deserves and will acquire a use and reputation superior even to the old series.

THE NATIONAL ALMANAC AND ANNUAL RECORD FOR 1864. Philadelphia: George W. Childs, 828 and 830 Chestnut street. Chicago: S. C. Griggs & Co.

The embarrassments arising from the scarcity of skilled workmen for all enterprises depending on mechanical operations have delayed the publication of the National Almanac for 1864 for a few weeks beyond the appointed time. We have, however, an ample compensation for this short delay in the additional richness of the contents of the volume, and in the later date to which its opulent stores of information are brought forward. The reader will turn to its pages in admiration of the enterprise and industry displayed in producing such an exhaustive and invaluable Companion-book of reference for every thing that concerns our country, its several states and territories, their local institutions, and the governments, countries, and affairs of the whole civilized world. Almost every question that can be asked about officers, offices, governments, finances, elections, education, armies, navies, commerce, navigation, or any other public affair, at home and abroad, is answered in this volume of the Almanac. Of such matter there are over 600 compactly and beautifully printed pages. The book is a miracle of condensation. We find, for instance, occupying only thirty pages, the names, dates, exact figures in detail, of all the regimental organizations from all the states and territories, which for the first time spread before the eyes of the patriotic people of the country the particulars of the marvelous development of the military power of the United States during the war to crush the great rebellion. Again we find, in a series of admirably-arranged tables, detailed results of the first year's operations of our new internal-revenue system. These tables must be examined to be appreciated, and moreover they are not to be found in any other book, public or private. Opening the volume casually at another place, we find every particular of every vessel, with name, armament, tonnage, and whereabouts, of our magnificent navy. This minute particularity of information is carried through all the departments of the national and state governments, and the accuracy with which the millions of figures and names are given is wonderful. In short, if you wish a *carte de visite* of the world for the last two years, you need only to buy the National Almanac.

DECLAMATION FOR THE MILLION. In three parts. Part 1. Poetry. By R. G. Hibbard, Prof. of Elocution in Middletown College, Ct. Chicago: Geo. & C. W. Sherwood. 40 cts.

An exceedingly choice selection of poetry, fresh and timely—much of it never having appeared in this shape before,—and worthy of, as it will have, a wide sale.

THE MANAGEMENT OF STEEL. By George Ede. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 40 cts.

This valuable treatise includes full instructions in the arts of forging, hardening, tempering, annealing, shrinking, and case-hardening, and is by a man who is master of his profession.

S. G. GOODRICH'S (Peter Parley) HISTORIES. Comprising: 'A Pictorial History of England'; 'A Pictorial Natural History'; 'A Pictorial History of Rome'; 'A Pictorial Common-School History of the World'; 'A Pictorial History of Greece'; 'A Pictorial History of France'; and 'A Pictorial History of the United States'. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

These always-popular histories have lately been revised and enlarged, and brought down to the present time. As a series they are unrivaled for enlisting the attention and interest of the pupil and making what is too often dry and forbidding to him lively and attractive.

MERRIVALE'S HISTORY OF THE ROMANS. Vols. III and IV. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co.

We spoke in our last number of this work, and of the important part it performs in giving a correct appreciation of a hitherto inadequately described period of Roman History. The two volumes just published bring the history down to the close of the Augustan era.

A LIFE OF WILLIAM HICKLING PRESCOTT. By George Ticknor. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 12mo. 250pp. \$2.00.

The public demand for a less expensive edition than the elegant large-paper quarto which appeared last Christmas, has induced the publishers to issue this edition, identical in type with the other, and furnished at the moderate price indicated above. It is such a memoir as only such friends as Ticknor and Prescott could write for each other, and as a consequence brings us in close contact with the inner life of the great author of Ferdinand and Isabella. The admirers of this history (and who that has read it is not?) will love to read and reread this graphic narrative of his life.

SANDERS'S UNION SPEAKER. By Charles W. Sanders, A. M., author of Sanders's Series of Readers. New York: Ivison, Phinney, Blakeman & Co. Chicago: S. C. Griggs & Co.

This little book is issued with the author's series of Union Readers, and is an entirely new work. It is not a presentation of the many old but excellent selections which are found in most of the speakers now in use. There are in it many short and familiar pieces for recitation and dialogue, adapted especially to pupils of a lower grade; in fact, the whole work is fitted for them rather than for advanced classes. Due prominence is given to the patriotic element. Our friends intending to close the summer term with an exhibition will do well to examine this book.

ELEMENTS OF RHETORIC. By Henry Coppée, A. M., Professor of English Literature in the University of Pennsylvania; author of 'Elements of Logic', etc. Philadelphia: E. H. Butler & Co. Monroe, Michigan: M. Judson Vincent. 1 vol. 12mo. 384pp.

A work in which the provinces of Rhetoric is clearly marked out, and its relation to Logic on one side, and Grammar on the other; its distinctness from each accurately shown. In the arrangement and presentation of the different topics of his subject, the author has shown an excellence of method too seldom regarded in text-books of this class. In simplicity and conciseness of expression the book itself is an excellent illustration of the science it teaches.

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From this date, until further notice, the price of a year's subscription to the *ILLINOIS TEACHER* will be \$1.50. School Commissioners, and all persons who have procured since the first of January, 1864, the names of not less than five subscribers to the *TEACHER*, may remit to us at the rate of \$1.25 each for future subscriptions.

The same causes which compel us to increase our price of subscription also render it necessary that we advance our rates of advertising. Hereafter our charges will be in accordance with the following schedule.

RATES AND TERMS OF ADVERTISING.—

The annexed table shows the rates of advertising in the *TEACHER*. Bills will be made out against yearly advertisers, and payment expected, twice a year—in the months of June and December. Advertisements inserted for parties who do not advertise with us regularly must be paid for on the expiration of the time for which they are ordered, or in advance of insertion if we require it. Advertisers should in all cases state how many insertions are desired and how much space they wish to occupy; otherwise, their advertisements will be displayed according to the taste and judgment of the printer, continued till forbid, and bills be rendered accordingly. No advertisement will be counted less than $\frac{1}{4}$ page. All material alterations of standing advertisements will be charged for at the rate of \$2 per page.

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N. C. NASON, Publisher, PEORIA, ILLINOIS.

JUNE 1, 1864.

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Volume X.

JULY.

Number 7.

Educ P 168.3
THE

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ILLINOIS TEACHER.

VOLUME X.

JULY, 1864.

NUMBER 7.

THE NATURAL RESOURCES OF ILLINOIS.—II.

BY C. D. WILDER.

THESE analyses show that we have a number of beds of coal in this state which equal, in every respect, the very best coals of the Mississippi and Ohio valleys. In thickness and other requisites for cheap and profitable mining, they are not surpassed by those of any other portion of the West, and there is only needed enterprise, capital, and energy, to develop a source of wealth in our state at present scarcely thought of, and which is incalculable.

Iron is found in considerable quantity in the southern part of the state. In Hardin county large deposits have been found in a long range of hills bearing northeast and southwest. Adjacent are extensive coal-beds, containing coal of excellent quality. Iron manufacture has been commenced in this region, and extensive arrangements are being made to prosecute this branch of industry.

About two and one-half miles west of the Illinois Central Railroad, and nearly four miles north of Jonesboro, on Section 34, Township 11 South, Range 2 West of the Third Principal Meridian, there occurs a ridge bearing east of north and west of south, which rises quite abruptly to the height of more than 200 feet above the valley. This ridge has appropriately received the name of the the Iron Mountain. The base of the hill for 50 feet more consists of fissile shale, succeeded by 80 feet of chert, intermingled with masses of hematitic iron ore, often in a state of great purity; the whole being capped by a cherty limestone, 79 feet thick. These deposits have been slightly explored, but there is little doubt that here is stored an inexhaustible supply of very rich ores, and under circumstances which admit of their being profitably wrought. They belong to the sub-carboniferous series.

The largest deposits of iron ore hitherto discovered, and of quality unsurpassed by any, are in the State of Missouri, 100 miles from St. Louis, by the Iron Mountain Railroad, and 40 miles from the nearest coal-basin — Murphysboro, — a few miles from the Mississippi River. They form a part of the Ozark Range of Mountains, which are exceedingly rich in minerals, iron occupying the summits, and lead being found along the sloping sides. The principal wonder of this extensive range, however, is Pilot Knob, so called from being used as a land-mark, or guide to travelers in the early settlement of the country. It is 581 feet high, with a circumference at the base of six miles. It is simply a solid iron cone, so nearly pure that, with a blacksmith's forge, horseshoes have been made from the ore direct. It is estimated to contain 60,000,000 tons, of a quality equal to the best Russia iron.

The Iron Mountain proper is six miles north of Pilot Knob. Its entire mass, which is a specular oxide, contains 1,655,280,000 cubic feet, or 230,187,375 tons! But this is only a fraction of the ore at this locality. The nature of the ore, the plutonic character of the associated rocks, and the position of the mineral beneath the level of the valley, and the sedimentary rocks at the base of the mountains, all indicate its igneous origin, and that it extends downward indefinitely. It will yield 3,000,000 tons of iron for every foot of descent.

Shepherd Mountain, two miles distant from Pilot Knob, is both a specular and magnetic oxide of iron. The ore occurs in large dikes, running in various directions, cutting the mountain into sections. Large quantities of this ore have been sent to Pittsburg, and manufactured into steel, no other ore on the continent being of equal value for this important purpose. One can find on this mountain large masses of natural magnets of great force, lying loose or projecting from the main dikes of ore. They are intimately connected with our industrial interests, because all coals for smelting these rich ores must be taken from our state, or the ores must be carried to the coal. The Laclede Iron Company, of St. Louis, have been manufacturing iron in this manner, during the past seven years, with a degree of success which indicates that St. Louis will become one of the great iron marts of the world. A similar transportation of ores from Lake Superior to Chicago, where coal and coke from our vast coal-fields can be easily and cheaply obtained, has been inaugurated, to meet the demand for iron manufacture in the states and territories of the Northwest.

Lead has for many years been a leading article of export. The Great Lead or Galena district occupies a portion of three states, — Illinois, Wisconsin, and Iowa, and extends, according to James Hall, State Geologist of New York, over an area 87 miles in length and 45

in width, containing 4,000 square miles. The amount of lead annually raised and exported from this district is about 30,000,000 lbs., the cash value being nearly \$2,000,000. Although mining has been carried on during a period of fifty years, it is estimated that not more than one-thousandth part of this vast lead deposit has been taken away. The ore—galena—is always found in combination with sulphur, forming a sulphuret. It is easily reducible in a common open furnace or oven; hence the large profits realized in this branch of industry. It is found in chambers or pockets, some times called leads or lodes. These chambers are generally found in a direct line, east and west—a fact of great value to miners. They are also found at various levels, the lower range or course of chambers containing the largest amounts of ore.

Associated with galena, the ores of zinc are found in large quantities. They have until recently been regarded of but little value, on account of the cost of separating zinc from its ore, which, like galena, is a sulphuret. With good success, experiments have been made to separate them, and several manufactories have been erected. Of these one is at Lasalle, and another at Mineral Point, Wisconsin.

Silex, or deposits of sand suitable for glass manufacture, are found in northern and southern Illinois. They have been caused by the disintegration of St. Peter's sandstone through aqueous and atmospheric agencies, which have also distributed these sands in the lowlands along the principal rivers. A superior quality of glass has been made from these beds of silex. The supply of sand for the glass-factories of Pittsburg is derived mainly from such deposits, found below Cape Girardeau, on the Mississippi river. The question naturally suggests itself—Can not we manufacture glass at far cheaper rates, since we have all the materials required near at hand?

Salt abounds in the southeast portion of the state, in Saline, Gallatin and Hardin counties. Fifty thousand bushels per annum have been manufactured, no attempts having yet been made to produce salt on a large scale. Salt water has also been found, by deep borings, in various parts of the state.

Clays, for pottery, crockery, porcelain, etc., are distributed in great abundance. In southern Illinois we have the greatest variety of valuable clays for all purposes. An extensive deposit of pure clay occurs near Mound City, adjacent to the Grand Chain, as it is called, on the Ohio river. It has a light yellow color, and produces beautiful ware. The proprietor of the pottery works at Mound City succeeded in manufacturing a great variety of ware, and coating or lining each article with a uniform thickness of glass. This result or dis-

covery is very desirable, especially in fruit-jars, which was the leading article of the establishment.

The range of mountains running across southern Illinois is interspersed with beds of clay, or kaolin—that is, such clay as will produce the finest qualities of crockery. We have visited many of these deposits, some tinged with delicate hues, and others almost pure white. They will prove, at no distant day, a source of great profit to the enterprising manufacturer.

A considerable number of kaolin beds have been discovered near the Illinois Central Railroad, in the vicinity of Cobden and Anna, which are eligible situations for manufactures of this new and important traffic in our state.

The manufacture of pottery from our own clays is now attracting considerable attention. Several establishments on an extensive scale are in active operation. The largest of these is located at Peoria, and is under the direction of the American Pottery Company.

A peculiar clay has been found at Utica, on the C.&R.I.R.R., which is extensively used in the manufacture of cement. It consists of a stratum several feet in thickness, occurring in the silurian series of rocks. It is burned as lime, simply to expel the volatile organic matter, water, etc. The same stratum occurs in other portions of the state, under similar conditions.

Building Stone, Quarries, etc.—The principal building-material, or dimension stone, throughout the state is limestone, the finer qualities of which, susceptible of polish, are called marble. A few excellent freestone or sandstone quarries have been opened in Morgan, Jackson and Union counties.

The strata of limestone vary in thickness from six inches to four feet, affording stone for every purpose. Nearly every county in the state, excepting a few in the interior, whose surfaces are deeply drifted with clay-beds, etc., is furnished with quarries. The principal stone-quarries are at Athens, Lockport, Joliet, Alton, Grafton, Quincy, Rock Island, Port Byron, LeClaire, Freeport, Galena, Rockford, Batavia, Aurora, Kankakee, Makanda, Shawneetown, Cobden, and Rock Quarry, near Golconda.

The material for the white-front or marble buildings which have been erected in Chicago during the past ten years has been taken from Athens, sixteen miles distant. The St. Louis quarries are situated at Grafton, near the mouth of the Illinois river.

Soils.—The most interesting chapter in the history of our natural resources justly pertains to the soil commonly called prairie soil. It is the most ingenious contrivance for obtaining a competence ever

placed in man's possession. Its construction indicates a most careful disposition of all the elements needed for the successful culture of grains and grasses.

"The most noticeable feature is the very large quantity of nitrogen which these soils contain, being nearly twice as much as the most fertile soils of Great Britain."

"Taking the soil at an average depth of ten inches, an acre of prairie will contain upward of three tons of nitrogen; and as a heavy crop of wheat with its straw contains about fifty-two pounds of nitrogen, there is thus a natural store of ammonia in this soil sufficient for more than a hundred wheat-crops. In Dr. Voelcker's words, 'it is the large amount of nitrogen, and the beautiful state of division, that impart a peculiar character to these soils, and distinguish them so favorably. *I have never before analyzed soils which contained so much nitrogen, nor do I find any record of soils richer in nitrogen than these.*'"

COMPOSITION OF PRAIRIE AND OTHER FERTILE SOILS.

	PRAIRIE SOILS.				WHEAT SOILS FROM SCOTLAND.			
	Analyzed by Professor Voelcker, Consulting Chemist of the Royal Agr'l Society of England.				Analyzed by Professor Anderson, Chemist to the Highland Agr'l Society of Scotland.			
	No. 1.	No. 2.	No. 3.	No. 4.	Mid Lothian.	East Lothian.	Perth- shire.	Berw'k- shire.
Org. Matter & Water of Com.	7.84	8.76	9.77	9.06	10.19	6.38	8.55	6.67
Alumina.....	6.67	6.55	8.58	8.74	6.93	5.54	14.04	7.36
Oxides of Iron.....	4.96	2.57	4.13	4.39	5.17	4.41	4.87	4.32
Lime.....	1.37	.85	1.84	1.13	1.22	1.39	.88	2.70
Magnesia.....	1.03	1.53	.82	.61	1.08	.74	1.02	1.63
Potash.....	1.69	1.40	1.20	1.29	.36	1.71	2.80	.55
Soda.....	.82	.53	.83	.50	.43	.67	1.43	.36
Phosphoric Acid.....	.08	.06	.12	.12	.43	.14	.14	.24
Sulphuric Acid.....	.07	.05	.14	.08	.04	.10	.09	.06
Silica.....	75.04	80.68	71.75	74.11	71.55	74.39	63.19	73.52
Water.....					2.58	4.42	2.70	2.50
Carbonic Acid and Loss.....	.74	.53	.82	.09	.03	.17	.05	.12
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
Containing Nitrogen.....	.30	.26	.33	.34	.22	.13	.21	.14
Equal to Ammonia.....	.36	.31	.40	.41				
MECHANICAL ANALYSIS.								
Clay.....	64.14	46.76	58.90	62.76				
Lime.....	1.37	3.35	1.84	1.13				
Sand.....	26.95	47.13	29.49	27.07				
Organic Matter.....	7.54	5.76	9.77	9.06				
	100.00	100.00	100.00	100.00				

Illinois has just begun to develop her natural resources. The foregoing condensed statements will serve as a means to indicate her rate of prosperity and future rank among the states of the Union. With the development of such natural facilities by a rapidly increasing and industrious population, every citizen of Illinois can look with an easy confidence and a just pride upon the advancing importance of all the interests of our great commonwealth.

TEACHING THE LETTERS.

LOOKING in the last number of the *Teacher* for hints which would be useful in the details of the school-room, for methods of teaching particular branches, etc., I wondered that the teachers did not write out more of their successful experiments for the benefit of others. Then I asked myself if I had any thing of value which I could add to the common stock. And I resolved to give an account of a plan for interesting the 'little ones' who are taking the first steps in the steep pathway which leads up the hill of science. The plan has worked well with me this present term.

I have always found my A B C classes, if at all large, rather dull to both scholars and teacher; and have also found it difficult to interest young children, and start them satisfactorily in reading. This term I procured from the stores pieces of paper boxes, one side of which, being glazed, would hold ink. These I cut into cards about an inch square, and made the letters on them, the small ones with pen and ink, the large ones with paint, by means of patterns borrowed from a shop.

Gathering my class around me, the cards were held up, one by one, and the child who first named it correctly took the card. Those which none of them could name were retained by the teacher. When we had gone over the whole we would count and see which had the most, and then try again. Soon none were left for the teacher. Then I would try them one by one and see how many each child could take. I no longer had to force them to attend, and could no longer complain of a lack of interest. Their delight was great as, day by day, they found the pile growing in their little hands.

They had a sense of personal property in thus holding the letters. They had made them *their own* by learning them. Emulation, love of acquisition, and delight in conscious growth, were excited in the child's mind. Soon many were ready for advancement, and I proceeded in the same way with all the words of two letters, and some few others, such as *the, she, yes*, etc. They named them at sight, from the cards, and read little sentences formed by placing them in various positions. It was rather slow work with some of them, but it was just the drill they needed in attention, observation of form, etc.; and when these words were thoroughly mastered, and the child was allowed to have a book of his own in his hands, in which the forms with which he had become so familiar appeared in a thousand combi-

nations, his progress was rapid, and equally pleasant to pupil and teacher.

Considerable study could be easily secured from the little things in this way. In a class of sixteen, most were ready for the words, while a few were still in the letters. Calling them all to recite at the same time, I would give each of those who were learning words two or more cards to learn, and then proceed with the alphabet class. By the time I had heard them, most of those who had words would be ready to recite, applying themselves better than some scholars twice as old. E.

WHO IS BEST EDUCATED?

'Just as the twig is bent the tree 's inclined' is a time-honored adage, which, although old, has yet lost none of its truthfulness. True education is the leading of human souls to what is good and best in themselves. It is man's great work; the work of life. Many seem to think that it consists only in what is obtained at school and in books. If a young lady spends two or three years at some fashionable seminary, and comes out able to sing an Italian song, lisp a few French phrases, and stumble over two or three Latin verbs, she is considered educated. But we believe that a person who can read Latin and Greek, converse in French, appear advantageously in the drawing-room, is not better educated than he who knows nothing more of literature than his Bible and catechism, and that at this day there are millions of the poorer classes in advance of those who consider themselves gentlemen. The chief object of this great work should be usefulness in life. Hence, a person is the best educated who in the best manner fills his own sphere in life. Who is the happiest, the wisest, the most active, the most beneficent, the most charitable? He who lives not for his own gratification, but for the good of others, and that the world may be the better for his having lived in it. It begins in the cradle, ends only in the grave. The mother is educating her child when she teaches its infant lips to lisp the word 'mamma'; the father when he engages in its childish sports. Every look and act is impressed indelibly upon its character.

But there is such a thing as being educated amiss. Every one not destitute of reason is in some manner educated. The boy who runs in the streets, hearing nothing but vulgarity and profanity, and associat-

ing with the most vicious, is being as surely educated as though he were under the care of the most efficient teacher in the land. The bar-room and the saloon are his schools, and he will shortly *graduate* with the highest honors, thoroughly but wrongly educated. How important it is, then, that we, as teachers, should feel the importance of this work, and the responsibility resting upon us. Let us not covet lives of ease and quiet, nor shrink from these tasks, but endeavor to teach those under our care and influence to educate themselves aright, and then when death shall come, we may with a clear conscience 'wrap the drapery of our couch about us, and lie down to pleasant dreams'.

S. C. S.

THE STUDY OF LANGUAGE.

EVERY great nation has had some definite direction for the display of its talent. The genius and glory of civilized Greece appear in her life-rivaling statuary, and the perfection of her glorious architecture. Cloud-tinted painting and dreamy music characterize voluptuous Italy. Germany is mighty in the sublimity of its ponderous and extravagant metaphysical speculations. In England the material which genius has been able to mould to its highest and most powerful expression is speech. This is daily becoming true in America.

No labor is too severe, no exertion too strenuous, for him who would write the language of a great people. He must remember that the object of his activity is to master that through which the glory of heroes, the harmony of poets, and the wisdom of sages, ever increasing from age to age, have been transmitted, and in which they stand recorded and living for ever. Such is the magnitude of their labor; such are the standards by which our efforts will be measured. A mind sensitive and shrinking from criticism may with reason be appalled at the darkly-frowning heights which prevent its progress. Let such a one know that true eloquence, the perfection of language, is from within; let him remember that the wisdom, thought, knowledge, which the human mind through continued ages has embodied in its great productions, is the common heritage of all—that thither he may turn his steps, and the way, though arduous, seems practicable. By long and intense application genius takes its high rank, from whence in turn it enriches the great inheritance of mankind.

To those urging that the development of one's distinctive character is

the aim of all study, we would say that this, if the object, may be attained without ignorance or neglect of the great works of those who have thought and written. By carefully guarding against the passions which have swayed these great authors, studying their productions only as tending to fit mind for its final destination, we shall bring it to its highest and most perfect development. Nor is it true that an original mind will by ever so great an acquaintance with the writings of the learned lose its character: it will rather, while gathering strength from mind to mind and age to age, be marked by a roving and fond admiration for the excelling productions of genius, and by honest and laudable effort.

In the study of eloquence there is, beside the thought, the *form* of expression. This is much less attended to than the thought, but unjustly so. When high passion utters winged words, when the soul of man pours out its living thought, when tear-compelling sympathy speaks, it is not eloquence as expressed in words, but as expressed in the communion of soul with soul, which subjects and sways the mind. This is no part of language; it is the living strife of men, the ascendancy of power, which one wrests to himself; it is a mere despotism won by violence and passion. Such eloquence as this adds but little to a nation's literature; it can not be written and transmitted, for it acquires its power from the thrilling voice, flashing eye and speaking countenance of him who utters it; bereft of this it is ordinary jargon. But substitute for the living voice image-bearing words, rounded and perfect periods for the flashing eye, and the power will be transmitted in constantly-widening circles, till the ocean of intelligence is filled, till time shall be no more.

To him who would write eloquently the study of language is a necessity, a wide, difficult and intricate study, in which books are at once indispensable and dangerous guides; a study in which the field for cultivation lies in nature, and yet the *art* of cultivation constantly calls us away from nature. The foundation must be nature, and all built thereon should be a harmonious union of nature with art. In the study of human discourse, that subtle and curious structure by which fit expressions are given to the laboring mind, we are naturally led to consider the relation between the language and the process of thought induced by it,—a science of extreme metaphysical subtlety, and offering abundant ground of investigation for mystifying and mystified philosophers of all ages and schools.

A more profitable, and to us intelligible, direction for study is that of words themselves. Our endeavor here is to realize their beauty and power as component parts of a great whole. This is more the

cultivation of our æsthetic nature than an intellectual study; more the gratifying of a delightful sense, of a perception instinct with pleasure, by which we receive instantaneously the perfect force of every word which a mighty people for ages has used, "as the pregnant expression, the vivid image, of some conception of a soul, in which thought, love and imagination do blend themselves." It is wonderful with what rapidity and accuracy a cultivated mind, marshaling its host of words, selecting here one, and there another, drafting precisely those adapted to the emergency, can arrange and give them forth in the polished and beautiful sentences of a Cicero, or the majestic measures of a Homer.

An artist studies his art not merely for the pleasure it yields *him*, but for the sake of those whom he may address by it. *This* is his language; by this he calls for sympathy, and if he would be heard, he must obey those laws to which sympathy in nature is subject.

If men have a great language, and if they are attached to this either by a natural sensibility or inherited pride, then he whose art finds expression in speech must by careful study and earnest attention gather the force of their speech, that when he uses it he may command their minds.

To a nation those writers alone are great who are eloquent, those alone are eloquent whose written words are music to living ears, and whose thoughts reach beating hearts.

THE COMMON SOLDIER.

[THE following soul-stirring words are from an address given for the benefit of soldiers' families, in Royce's Hall, Bloomington, by Dr. J. A. Sewall, of the State Normal University.]

Who is the common soldier? What position does he occupy? What relation does he sustain to us as citizens? The citizen will tell you that he is a rough, illiterate fellow, not remarkable for his virtues, and that the community was the better when he enlisted and went to the tented field. Careful thus to remember and mention much that was *bad*, *forgetting all that was good* in him.

The military man will tell that he is an automaton, a mere machine that moves at the word of command, and only at the *word* of command; to eat, when well, just so many pounds of beef and bread, to drink just so many ounces of coffee, to consume just so much

salt and vinegar, and when sick to take just so much 'regulation' medicine; to march straight to the left, there to meet frowning, grim cannon and the bristling bayonet, and death, though to the right there is shelter, protection, and life; to do exactly as he is bid to do, permitted perhaps to think, but never to act for himself.

This is the military man's estimate. And is this all? Is he this and nothing more? Yes! There are within this rough, illiterate fellow, this mere machine, God-like qualities. Would you find bright examples, glorious illustrations of unselfish love, of stern resolve, of high purpose, of heroic daring, of unalloyed patriotism? Seek them in the common soldier, for there you shall find them in all their purity, glory, and grandeur. If there is ever a time when the human soul seems elevated and expanded to those dimensions not wholly unworthy the Almighty Architect, it is when it puts forth its every energy to defend the rights and avenge the wrongs of the country that it loves. There is little of selfishness here. The common soldier lays himself a volunteer offering upon the altar of his country; not a sacrifice for himself, but for millions that he never knew,—aye, for millions yet unborn. When this our glorious country shall be redeemed and saved; when haughty rebels shall have met their just deserts, and peace and prosperity shall again be restored throughout the length and breadth of the land, who but the common soldier can rightfully exult in the glorious victory, and proudly exclaim "Behold the work of my hand, the result of my sacrifices"? And if, finally, disaster and defeat shall overwhelm us, and the star of hope for human freedom and equal justice, that had attained to so proud an altitude, shall go down in black night, who but the common soldier could say to conscience and the departed shade of his country's freedom that the cause he so much loved, in danger, in defeat, in *death* even, he never faltered in defending, and exclaim "O God, though thy hand is heavy upon me, I have done what I could"?

Let the judge remember, as he sits upon the bench issuing the decrees of justice, that he depends upon the common soldier, who is defending the great principles of government, maintaining the conditions upon which all law and order is based, and without which discord and anarchy would reign supreme.

Forget not, O Minister of the Gospel, as you stand in the sacred desk, that the common soldier stands at your church-door, with musket and bayonet, and swears a terrible oath that you shall be heard, that the Gospel of Peace shall be preached, and that you shall be protected.

Remember, O Teacher, as you sit at your desk, imparting instruction in peace and security, that the common soldier pledges his life that

you and your pupils shall be protected, that the children shall be taught, the people educated.

Think of it, O Citizen, as you look upon happy children to-night sleeping in quietness and safety, that the *common* soldier endures cold and hunger, and disease and death, that they and you may be thus secure and happy.

This is the true estimate of the common soldier; this is the position he really occupies; this the relation he sustains to us.

Fellow citizens, bring him nearer to you; honor him more largely; love him more generously.

And now, shall he be called an object of charity? or shall the wife and little ones he has left behind be dependent upon the charity of the world? No! God forbid! It can not be! The deeds, the sacrifices, of the common soldier have placed him high within the arena of heroic grandeur, where cold, crouching charity can never touch him. We are indebted to him, one and all. We have an obligation to discharge, a debt to pay; and though it is not recorded on parchment or sealed instrument, secured by bond or mortgage, it is, nevertheless, a debt, a sacred debt — the *nation's debt of honor*.

We may neglect to discharge this obligation; we may refuse to pay this debt; but be assured that if we do, then shall be written upon the page of history, the great balance-sheet upon which our name is recorded, *dishonor*, disgrace, infamy. And thus complete justice shall be done us.

And now, if I shall live to see that happy time when the groans shall cease upon the battle-field, when the sighs shall be hushed around the hearthstones of thousands of happy homes in our country, when peace shall spread her wings and smile again over our whole broad, *united* country, then shall my heart go out in deepest, truest gratitude to God and the *Common Soldier* for the great deliverance!

THE AWKWARD SQUAD.

But sweet, no less, when justice points the spear,
Of martial wrath the glorious din to hear.

BURROU HENRY.

We live in a military age, and three years of combat have made us, as a nation, its most military people. War engrosses every heart, from the soldier on the field of battle to the citizen in the solitude of retirement. Boyhood has long since exchanged bat-ball for the mimic

parade; the girls wear rosettes of red, white and blue; drums are the toys of the nursery; and in stead of 'Loreno' and 'Bonny Eloise', 'John Brown' rings in stirring chorus from the drawing-room. Martial lyrics lull tired baby to slumber, in stead of a hymn from heavenly Watts; and infant voices in Sabbath-school shout the chorus of 'Marching Along' with more enthusiasm than that of the 'Shining Shore'. Terms of the camp are gradually finding their way into the street and kitchen; and if the innovation continue, it will require but a short time to equip our common vocabulary in a complete military dress.

The spirit of Napoleonic phrase has at last profaned the quiet groves of the academy. Classical culture seems to afford no antidote against this national epidemic of chivalry, and the science of strategy is already lending its language to characterize new movements of educational enterprise.

Twenty is the number of boys and girls who are daily drawn up before me in battle-array to charge upon the difficulties of their mother tongue, as intrenched in divers fortified lessons in McGuffey's Third Reader; in short, it is the little reading-class. As it often happens in assaults, however, some of the hostile batteries are not carried; there are many terrified by the horrid noise and hail, and tempted to skulk, retire ingloriously from the field of glorious strife. In other words, some of the pupils do not read well,—do not give the least promise, I mean, of delighting the next generation with noble enunciation of Shakspearian thought: they let the voice fall where they should keep it up, and they keep it up where they should let it fall; they stop in the middle of a sentence, and when they really reach the period, with forced march push vigorously forward to the middle of the next sentence, where a halt is ordered, and a brief council of war held as to the propriety of further advance.

Patience has ceased to be a virtue. The Fabian system of warfare adopted by the youngsters seemed to me to be dangerous; and in order to improve the *morale* of my corps, the Awkward Squad has been introduced: every boy or girl that appears determined to blunder in the course of the reading-lesson is ordered to the front, *i.e.* before my desk, and then, after the class proper finish, the remaining five or ten minutes are devoted to extra and persistent elocutionary evolutions with the squad.

As may be supposed, a position in the Awkward Squad is not regarded with enviable feelings, and every precaution in the way of careful utterance is taken to avoid it.

MISS DUNNSTABLE'S SPELLING-CLASS.

IN the course of a visit paid to one of our Union Schools not long ago, I was particularly interested by the exercises of a certain class in spelling, or, perhaps I should say, *dictation*. The method pursued had been practiced here with entire success for several seasons, and it seemed to me worthy of adoption into our common district schools. I append an outline of the recitation to which I listened, as a better illustration and recommendation of the system than any thing else I could say of it.

Miss Dunnstable's spelling-class, I would premise, numbered fifteen. Lesson had been assigned for study from Sanders's Fifth Reader, that happening to be the text-book in use by the pupils. It commenced thus:

LESSON LXXXVI.—*The Christian's Hope.*

"'Say, what is hope?' I asked an ancient sage,
With tott'ring gait, and head quite white with age."

Class sat in line facing their teacher. Their Readers were piled up on her table. Each pupil was provided with a pencil and a *clean* slate.

"Attention to dictation," said Miss Dunnstable.

As soon as every eye was fixed upon her, she commenced pronouncing the lesson, a few words at a time, in a slow, distinct manner, class writing what she repeated.

"Lesson eighty-six." Writing by class. "Title:—'The Christian's Hope.'" Writing, as before. "First line of poem:—'Say, what is hope?'" Writing. "I asked an ancient sage." Writing. "Second line:—'With tott'ring gait,'" etc.

When each pupil had completed a fair copy of the eight lines comprised by the lesson, she was desired to attach her signature thereto.

"I am very particular about two or three little things," said Miss Dunnstable to me, "I demand the full attention of my class. I maintain an appearance of perfect leisure, that no one may fail through a feeling of being hurried. I speak so as to be distinctly heard. I pronounce no more words at one time than each student can fully retain. I never give out a second set of words till the first has been written by every member of class. This done, I do not encourage inattention by repeating any thing twice. These trifles aid greatly, I find, in training my pupils to habits of attention and accuracy."

"Change slates!" said the lady. "Pass them from the foot to the second above you."

No. 15 passed her slate to No. 13 for correction; No. 14 sent hers to No. 12; No. 13 gave hers in turn to No. 11, and so on; the two at the head sending theirs to Nos. 15 and 14, at the foot. Some times, as I was told, slates were corrected by the *first* pupil above, some times by the first or second *below*, and occasionally toward or from the middle of class. This was intended to prevent trickery.

"Attend to correction," said Miss Dunnstable.

Class intent on mistake-finding. Errors, on being detected, were underscored and numbered, and at the close of recitation announced to the teacher, who, in turn, made a weekly report of the class, and read it to the assembled school on Friday.

Miss Dunnstable commenced spelling the lesson aloud:—"Capital l-e-s-s-o-n L-XXX-VI, period."

"Title:—Capital t-h-e, capital c-h-r-i-s-t-i-a-n apostrophe-s capital h-o-p-e, period."

"Olive Brown has spelled lesson—lessen," answered a little girl.

"And Mary Bookstaver has left the apostrophe out of her *christian's*," said another.

"Miss Dunnstable, I *know* how to spell lesson," said Olive Brown, "but some times when I go to write it I ca' n't think which way it ends."

"Quotation-marks, capital s-a-y, w-h-a-t, i-s, h-o-p-e, interrogation-point, quotation-marks," etc., etc.

Mistakes were pointed out at the end of every two or three lines, corrections thus made being better remembered than when more was undertaken at once.

Occasionally rules were called for.

"Give the rule for your capital s."

"It begins a piece of writing," said one.

"And a line of poetry, too," answered another.

"Why did you not write your whole *title* in capitals, as it is printed in your Readers?"

"It is n't the rule to *write* a title so, because it would look awkward."

"If you were writing something for the printer that you wanted put in large capitals, what would you do?"

"Place three straight lines under it."

"If you should wish something in small capitals?"

"Put two lines underneath."

"In italic?"

"One line."

Rules for periods, quotation-marks, and interrogation-points, were in like manner required and given, as also such general rules for spelling as were illustrated by the lesson.

I complimented Miss Dunnstable upon the accuracy of her pupils.

"It is all done by being thorough, and undertaking but one thing at a time," she replied. "I commenced with spelling, alone, and have introduced the general principles of punctuation gradually. I have not yet promoted my class to *commas*, as some of them are not sufficiently versed in grammar to understand the rules. I have them spell once a day in the old-fashioned manner, and learn all they can by it, and once a day I exercise them thus."

The advantages of this system are the following :

1st. Engaging the pupil's causality, comparison, and imitation, it produces a deeper impression upon the memory than the common system.

2d. It trains the eye and the hand to a habit of correct spelling on paper; that is, it teaches spelling *practically*.

3d. It gives to all the benefit of spelling the entire lesson, and obliges each to profit by the mistakes of all.

4th. It is capable of being modified to suit the advancement of every class of pupils.

5th. It furnishes a thorough and continuous review of the most common words of the language, which are precisely those the pupil will find greatest occasion to use in after-life.

6th. It supplies an excellent course of training in punctuation, the use of capital letters, and what may be termed the *accidents* of orthography.

Home-classes arranged upon this basis may be made very entertaining and instructive. Wilson' Treatise on Punctuation would supply the young home-teacher with such information on the subject as he might need to fit him for his new position.

Rural New-Yorker.

S P E L L I N G .

"SPELLING is the art of expressing words by their proper letters." In the common schools of Illinois we are required to teach this art. I will give a method of teaching it which I have tried for the last five or six years, with better success than any other I ever tried.

We generally have in our schools more than one class of spellers, those who can and those who can not write. I arrange those who can not write in a class by themselves, give them a lesson to learn in the ordinary way, and pronounce it to them. Commencing at the head of the class, I allow each one in the class to get a word to pronounce himself, called 'a hard word'. When the lesson is pronounced, let the scholar at the foot of the class commence the exercise by giving out his word, and going up until he finds some one in the class who can spell it. If it is not spelled by any of the class, let him go to the head and spell it himself. And so on through the class, let each one in his turn pronounce his word and go up till it is spelled. In all my classes I stimulate my pupils in different ways to make them anxious to be at the head of the class. By doing this each one endeavors to be there. By this method of spelling the pupils soon become acquainted with many difficult words. They search for words to pronounce until it is difficult some times to find a word but what some one in the class will spell. The 'intelligent teacher' will exercise his judgment about where the pupils get words. He may allow them to get them any where in the book, or he may confine them to any part of the book gone over, or to the lesson.

Those who can write I arrange in a class by themselves. Pronounce the lesson the same as before stated, but require each pupil in the class to write the words as they are pronounced, upon his slate. When they are all pronounced and written by every pupil in the class, require them to spell the words as they have them written, commencing with the head scholar; and let each one in the class raise the slate if he has it written the way it is spelled. Allow those to go up who spell correctly, and require those who do not spell correctly to go down. I some times allow the writing-class also to pronounce 'hard words' after the lesson is spelled. Classes take more interest in spelling this way than any other way I ever tried them. This is only one of the many ways in which the exercise may be varied to make it interesting. Others may have different plans, and better; but this is the one by which I have best succeeded.

Some objections have been urged against the writing of the words upon the slates, as pupils necessarily have to get short lessons by doing so. But it is not from the amount gone over we derive the greatest benefit, but from what is learned—thoroughly learned. Some who can spell well when the words are pronounced spell very incorrectly when they undertake to write a letter or composition. Hence the necessity of learning to spell by writing.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION, }
Springfield, Ill., June 24, 1864. }

RELIGIOUS EXERCISES IN THE SCHOOLS.

It is not only fit that teachers and officers of our public schools shall feel concerned for the moral as well as intellectual improvement of children, but the enlightened Christian sentiment of our people expects and demands of those who are charged with the responsibilities of public education, that a due and proper concern for the morals of the young shall be professed, and that judicious and approved means shall be applied to the ends of moral education in the schools. I may assume the existence of a public conviction that the education of the mind and the education of the heart are of cognate necessity and importance. Both intellect and heart are naturally depraved. An education which proposes the improvement of either to the neglect of the other is defective, because the end to which education is but the means can not thus be attained. The end sought in education is mental force and moral force of character—the highest intelligence and the highest goodness. The two constitute the perfect man, according to our human standards of perfection. The first is developed, in the processes of a right education, out of the *mind*—the second, out of the *heart*. Whatever tends to this development, as an appliance of education, should be used; whatever does not so tend should not be used. The principles here stated, being right (as is believed), may be insisted upon, and should be insisted upon; but what is equally as right, and therefore equally to be insisted upon, is this, that *right* means, to produce right results, must be *rightly used*. A means may be approved as right in itself, and as conducive to a desired end if judiciously applied, which wrongly applied will prove subversive of the end sought. As much, therefore, depends upon the proper use and application of means as upon their intrinsic adaptation. An anodyne, in physics, is an approved means to promote health. Stimulants are also approved as a means to the same end. Yet health may not be promoted by either, unless as a means it be intelligently and rightly applied.

The Bible is the word of God. All its precepts are wise and good, and tend to improve, sanctify and ennoble character. Its reading, at right times and with a right spirit, is a means of informing and purifying the

intellect and the heart. But there are times when even the reading of the Bible is *not right*; and even when the time to read the Bible is a right one, the *spirit* with which it is read, or the spirit with which it is listened to, may be an improper one, and as liable to vitiate the exercise as if it were obtruded upon the attention at an unfit or unseasonable time. The same is true concerning prayer, as a religious exercise. Prayer is good in the closet, and is commanded. As a public observance, also, prayer is enjoined, and is therefore good, when such observance conforms to the object of its institution. Its benefits are lost, however, when the conditions of its proper observance are violated. Prayer offered in the market-place, or on the corners of the streets, to command public attention and compliment, is not right. So, public prayer in the mouth of the impenitent and wicked fails of its effect, and the lack of confidence on the part of those who hear toward the offerer of such a prayer countervails the benefit. I simply state these principles: any one can apply them.

As means of moral culture, should the Bible be read and daily prayer be offered in the public schools? The question is an extremely important one, and as extremely delicate. It seems necessary, however, that the subject to which the question relates should receive some official recognition, and should be replied to. It can not be disposed of by a categorical answer. The subject is an involved one, and requires words for its elucidation and settlement.

The object of our public solicitude upon the subject of moral education in the school-room should be, and doubtless is, to secure from teacher and directors a vigilant and faithful supervision over the morals of pupils, and a regular and thorough inculcation of moral lessons, involving every cardinal grace and virtue. "Whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think of these things." Only as these principles become inwrought into the character during its formation period can purity be looked for in the heart, or goodness in the life. Those higher virtues which give comeliness to character, and shine forth so lustrously in the deeds of a good life, are not inherent, but acquired. If garden-flowers shed their odors upon the air, we know that they are not native to the soil, but the diligent hand has planted them. If character gives forth the aroma of innocence, and the life be fragrant with good deeds, we know that the hand of culture has been there, for the flowers which shed these precious odors upon our senses are not indigenous but exotic to the human heart. To implant and rear them in the ungenial

soil of nature is the task of the teacher, whether such teacher be parent, guardian, Sabbath-school instructor, or teacher in the common school. What care, what prudence, what tenderness, what assiduity, is requisite to this task, they best know who have accomplished it. How much encouragement and inspiration for their work they have drawn from the Bible and from prayer they know, and how blessedly the influences of both have descended upon the young hearts committed to their care the success of their work proclaims.

In the great majority of our communities where the custom is observed, the reading of an appropriate scripture-lesson, or the offering of prayer by the teacher, as introductory to the daily exercises of the school-room, or at the close of school each day, is unanimously approved. In some communities, however, the custom mentioned is *not* unanimously approved, but seriously and strenuously objected to by those who profess to entertain *sincere* and *conscientious* scruples upon the subject. In communities where the custom enjoys the sanction of universal public opinion, *its observance should by all means be attended to, and the children of the school duly exercised in habits of prayer and attention to the word of God.* But in communities where a combined opposition is made to the use of the Bible in the daily exercises of the school, and to prayer by the teacher, and where such opposition proceeds from conscientious scruples so strong and unyielding as to occasion either a serious disturbance in the school during the exercises of devotion or a withdrawal from the school of a large portion of the pupils, the case assumes a more serious aspect, and requires deliberation.

Our government is one of religious toleration, and guaranties to every citizen the enjoyment of the rights of conscience. The public school is an institution founded by the state, and its privileges and benefits are secured by law to all classes of citizens alike, irrespective of political or religious differences of opinion. Could the state provide for the *religious education* of the young in the common school as fairly and impartially as it provides for their *intellectual culture*, policy would dictate the enactment of laws for that purpose, and provisions would now exist in the law for the spiritual teaching of its whole minor population. But any legislation on the subject of *religious education in the common school* must encroach upon the most sacred rights of the citizen, and any laws enacted for that purpose would be repugnant to the spirit of republicanism, and violative of the great principle of religious toleration which underlies our system of government. Besides, such legislation would be impracticable. To appoint a course of religious instruction conforming to the tenets

of any particular denomination or sect would be equivalent to the establishment of a state religion — an act equally in violation of the constitution and at variance with the wishes and interests of the people. To enjoin a system of public religious instruction which would accommodate the opinions and feelings of all would be impossible. To partition the public funds by *pro rata* distribution among the different sects, to enable each to support its own school and teach its own system of faith, would lead to such an absurd attenuation of the fund that it would prove practically non-efficient for any purpose whatever. Hence, and for other reasons, the law proposes no plan of religious education in the common schools.

In other states, whose laws regulating common schools are similar to our own state law in respect to the matter under consideration, the question of religious education in the schools has been determined upon grounds of expediency, in a manner which I will immediately show, by quotations from authoritative sources.

In the State of New York, the Supreme Court has decided that "teachers may open and close their schools with prayer and the reading of the scriptures, provided they take care to avoid all controverted points or sectarian dogmas."

Hon. John C. Spencer, of New York, while acting as Superintendent of Common Schools of that state, said "Prayers can not form any part of the school-exercises, or be regulated by school-discipline. If had at all, they should be had before the usual hour of commencing school in the morning, and after the hour of closing school in the afternoon. If any parents are desirous of habituating their children to thank their Creator for protection by night, and to invoke his blessing on the labors of the day, they have a right to place them under the charge of the teacher for that purpose. But neither they nor the teacher have any authority to compel the children of other parents, who object to the practice from dislike to the individual or his creed, or from any other cause, to unite in such prayers."

Hon. John A. Dix, a distinguished jurist of the same state, has expressed the following opinion: "The teacher of a school may open it with prayer, provided he does not encroach upon the hours allotted for instruction, and provided the attendance of the scholars is not exacted as a matter of school-discipline."

Hon. Henry S. Randall, as Superintendent of Common Schools of New York, wrote as follows: "The position was early, distinctly, and almost universally, taken by our statesmen, legislators, and prominent friends of education — men of the warmest religious zeal, and belonging to every sect,—that the instruction in our public schools should

be limited to that ordinarily included under the head of intellectual culture, and to the inculcation of those general principles of morality in which all sects, and good men belonging to no sect, can unite."

"This decision* has been acquiesced in without a murmur, by the whole religious public. The intelligent religious public have felt that there was no middle ground between religious instruction — *strictly so called* — in our common schools, and the broadest toleration."

Hon. Anson Smyth, while State Commissioner of Common Schools of Ohio, said "I do not see why the teacher may not be permitted to pray in his school, if he avoids all sectarian dogmas, and does not improperly consume time. . . . But the teacher should not insist on this privilege, nor should the local directors grant it, in cases where it would create dissatisfaction in the district, or induce a portion of the inhabitants to withdraw their children from the school, on account of *sincere* conscientious scruples upon the subject."

These opinions and decisions are predicated upon the fundamental idea — which is recognized in them all — of the sacred and inviolable rights of conscience. If this principle, which is theoretically wrought into the national and state constitutions of our country, is to be practically respected and deferred to; if constitutional obligations have not utterly lost, in these times of relaxed obedience to law, all their sacredness and binding force; then must the doctrine be abided by that the conscience of the citizen is sacred, and can not be offended by any policy of state or edict of office, with the sanction of the law and the constitution. If the principle be ever admitted (in our forgetfulness of constitutional guaranties to the citizen) that the rights of conscience must give way before the will of the majority, and a corresponding practice attain, then will the breach be opened through which the bitter waters of sectarian fanaticism will force their way, and the last vestige of religious toleration and the rights of conscience will soon be swept away before the angry and desolating flood.

Intolerance of opinion is the great public besetting sin of the age. Publicly encouraged, and indulged and fostered in narrower circles, it tyrannizes over free mind without scruple or hindrance. Opinions no more go forth, with high, elastic tread, free and unbound, as in the better days, but tramp slowly along, weighed down with the fetters of inquisitorial power, or pine in dungeons, as in the days of the mar-

* The decision referred to by Mr. Randall is that of two 'eminent jurists', in which it is held that "prayer is inadmissible as a school-exercise, in school-hours, when seriously and conscientiously objected to by any portion of the inhabitants of a school-district."

tyrs. The present is not a time to lend influence to the encroachments of overgrowing and overgrown proscription—to strengthen the hands of those who would oppress because weakness can make no successful resistance. Rather is it a time when the voice of defense should be lifted up for the great principle of toleration in state and church—protection to the citizen in the enjoyment of every civil and political right, and freedom to worship God, without let or hindrance, according to the dictates of conscience.

To sum up my opinion, I say, upon the right and expediency of introducing religious exercises into the common school, that—

When the exercise is not objected to by persons having religious scruples upon the subject, and when conducted upon catholic principles, the Bible should be read in our common schools, and daily prayer be offered, either by the teacher, or by the reading in concert of the Lord's prayer by the whole school.

When sincere and conscientious scruples are entertained against such devotions by persons whose children attend the school, such religious exercises should not be held *during school-hours*,

STATE TEACHERS' INSTITUTE.

I desire, through the medium of the state press, to call public attention, and particularly the attention of teachers, to the late call for a state meeting of the teachers of Illinois, issued by President Edwards, of the Normal University. The object of this meeting is, as stated in the call, "to hold a Teachers' Institute at the Normal University, beginning on Monday, August 1st, 1864, and continuing four weeks, provided seventy-five teachers will promise to be present." The meeting proposed in this call is the second of a series of State Institute meetings for teachers, which it is hoped will be continued at annual intervals as long as we have a system of common schools to maintain. The first state meeting of teachers for mutual improvement was held at the Normal University during the latter part of the month of September and the first week in October last, at which time *only fifteen teachers, out of nearly sixteen thousand* who are actively engaged in teaching public schools in this state, were present. Notwithstanding the small attendance at the State Institute last year, President Edwards has determined to persevere in the good work for teachers, which was commenced with a view to their improvement in the profession of teaching. It will be observed that the holding of the Institute in August next is conditioned upon the attendance of seventy-

five teachers. * I appeal to the teachers of the state for a general and hearty response to the present call, and sincerely hope that many more than the stated number will attend the meeting in August, and avail themselves of the excellent instructions in the art of teaching which will be given in the course of drill proposed in the programme.

The time fixed upon for the meeting of the State Institute is certainly most favorable. Occurring about the close of the vacation period, and just before the commencement of the fall term of school, the occasion seems to be a most suitable one, as preparatory to the active duties of the teaching-year, which opens soon after the adjournment of the Institute. Teachers who are aiming at success and excellence in their profession surely will not permit so favorable an opportunity of improvement to pass without availing themselves of the rare benefits which an attendance upon the meetings of the Institute will secure.

It is desired that all the teachers in the state who can be present at the Institute will communicate immediately with President Edwards, at the Normal University, pledging their attendance. No expenses will be incurred during the session of the Institute, but for board, which can be obtained in the vicinity of the University for \$3.00 per week.

I respectfully request newspapers throughout the state to publish this circular.

JOHN P. BROOKS, Sup't Public Instruction.

* By a notice in this number of the *Teacher* it will be seen that it has been decided to hold the Institute.—PUBLISHER.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3830.)

EXAMINATIONS.—To insure the complete mastery by the pupil of the different portions of a study, it is necessary that frequent tests be applied, in the shape of examinations. For this purpose there is an advantage in occasionally presenting a list of questions which have not originated with the teacher. In giving instruction, every teacher looks upon a study from his own peculiar stand-point, and has his own methods of presenting it. The mind is trained according to his cer-

tain system; and when he wishes to test the thoroughness of the pupil's knowledge, it will be natural for the teacher to select the tests in accordance with that system, which may, perhaps, not have been sufficiently comprehensive. Again, the pupil may show great familiarity with a rule or operation when answering questions asked by his teacher, but if another ask the questions a little differently, confusion and failure are frequently the result. The child very plainly gives the reason when he says "You ask the questions in such a funny way." It strengthens a child's knowledge of a subject if the questions are given in new form and call for the answer in different expressions. We give a few questions, which our friends may find useful in examinations in the simple rules.

1. Write 1864 in Roman numerals.
2. Write LXCIV in figures.
3. Write 58,000,603,000,100 in words.
4. Write a number containing 5 units of the 8th order and 3 units of the 3d order.
5. $9723 - 4872 = 4851$. Explain how the 8 and 5 in the remainder are found.
6. If the remainder is 1 and the minuend 399, what is the subtrahend?
7. Multiply 10001001010 by 10010100.
8. Having given the divisor, dividend, and quotient, how will you find the remainder without dividing?
9. If you have the divisor, dividend, and remainder, how will you find the quotient, using all the numbers?
10. What number will contain 540 780 times, with remainder of 16?
11. Name the terms used in multiplication, and their corresponding terms in division.
12. $1280 + 40060 - 64 \times 85 - 207 \times 0 + 45 \div 3 = ?$
13. $9009090900 \div 9090090 = ?$
14. Why do you multiply each remainder by the preceding divisors to find the true remainder?
15. If the quotient is 75 and the dividend is 10 times as large, what is the divisor?
16. What number divided by 75 will give 7 times 9 for a quotient?
17. Frame an example in subtraction in which the remainder shall be 3 times as large as the subtrahend.
18. The product is 72800, and it is 40 times the multiplicand. What is the multiplicand?
19. Frame an example in division having the divisor 5 times as large as the quotient.
20. $0 \times 9 + 1 \times 12 + 8 \div 20 + 0 = ?$

NEGATIVE INEQUALITIES.—*Mr. Editor:* More than a year since, I learn that a discussion took place in the *Teacher*, between two of your distinguished contributors, relative to the true interpretation of negative inequalities, in which, I observe, they did not agree. If I may be allowed to say a word at this late hour upon the same subject, I must express it as my opinion that Z. T. was correct. To establish this opinion in a mathematical demonstration, let us premise the following *Theorem*.—*If an inequality be multiplied by a negative quantity, the resulting inequality will exist in a contrary sense.*

Let A and B be any two quantities, A numerically greater than B; then will the inequality be denoted by $A > B$. We are to prove that $-A < -B$, or, in common language, that $-A$ is less than $-B$ in its algebraic sense. Let m equal the difference, numerically, between A and B. Then we have $A = B + m$...[1]. Multiplying [1] by $-c$, we have $-Ac = -Bc - mc$...[2]. Transposing [2], $mc - Ac = -Bc$...[3]. Now, as A is numerically greater than B, any multiple of A by any factor will be numerically greater than any multiple of B by the same factor. Hence, in [3] it was necessary to add the number of units contained in mc to $-Ac$ to make the inequality an equality. How was this done? By canceling the number of *positive* or *additive* units in mc against the same number of *negative* or *subtractive* units in $-Ac$. Hence the truth of the theorem is established.

To make this still more plain, the negative inequality $-A < -B$, when properly interpreted, means that the *difference* between A and any other quantity is *less* than the *difference* between B and the *same* quantity, when A is numerically greater than B. To show that this is the true algebraic meaning of such expressions, we shall assume the numerical value of A to be 7, and that of B 5. We then have $7 > 5$. Now, multiplying both members by -1 , we have, by the theorem, $-7 < -5$. As has already been stated, the difference between 7 and any other quantity is less than the difference between 5 and the same quantity. Suppose 10 as any given quantity: the difference between 10 and 7 is 3, and the difference between 10 and 5 is 5; therefore the resulting inequality and the interpretation of it are both correct. The minus sign when placed before a quantity denotes the operation to be performed, because signs are symbols of operations. M. J. V.

SOLUTIONS.—85. If he gave \$2 more for the vest than for the shoes, for the vest he paid $\$2 + 1$ pr. of shoes; for the hat, $\$2 + \$3 + 1$ pr. of shoes; for the pants, $\$2 + \$3 + \$5 + 1$ pr. of shoes; and for the coat, $\$3 + \$2 + \$5 + \$17 + 1$ pr. of shoes. The cost of these several articles, or $\$44 +$ the cost of 5 pairs of shoes, must equal \$59, the

amount of money laid out. $\$59 - \$44 = \$15$, must equal the cost of 5 pairs of shoes: whence the cost of 1 pair of shoes would be $\$3$. The vest would cost $\$5$, the hat $\$8$, the pants $\$13$, and the coat $\$30$.

W. CONDELL, 3d Ward, Springfield.

Also, by Dow Matheny, Lydia Dawson, and Agnes Dick, of the same school.

87. This problem may be found on page 448 of my *University Algebra*, where three others of like character are also given. They may all be considered as particular cases of the following more general problem.

A and B engage in play. The probability of A's winning a game is p , and of B's winning a game is q . What is the probability, P , that A will win m games before B will win n games, the play being supposed to terminate when either of these events shall occur?

The probability that A will win the first m games is p^m ; and the probability that he will win in a specified order just m out of $m+1$ is $p^m q$, the last game being won by A. The preceding m games may occur in as many ways as there are permutations of m things, $m-1$

being alike, $\frac{1.2.3. \dots m}{1.2.3. \dots (m-1)}$, or m ways. Hence the probability that A will win just m games out of $m+1$, the order not being specified further than that A shall win the last game, is $mp^m q$.

The probability that A will win, in a specified order, just m games out of $m+2$, $p^m q^2$. Letting A win the last game, the preceding $m+1$ games may occur in as many ways as there are permutations of $m+1$ things, $m-1$ being of one kind and 2 of another, namely, in

$\frac{1.2.3. \dots (m+1)}{1.2. \dots (m-1).1.2.}$, or $\frac{m(m+1)}{1.2.}$ ways. Hence the probability that

A will win just m games out of $m+2$, the order not being specified, further than that A shall win the last game, is $\frac{m(m+1)}{1.2.} p^m q^2$. The

same reasoning applies when $m+3$, $m+4$, \dots $m+(n-1)$ games are played. Hence $P = p^m + mp^m q + \frac{m(m+1)}{1.2.} p^m q^2 + \frac{m(m+1)(m+2)}{1.2.3.}$

$p^m q^3 + \dots \frac{m(m+1) \dots m+(n-2)}{1.2. \dots (n-1)} p^m q^{n-1}$.

In the particular example above, $p = \frac{1}{2}$, $q = \frac{1}{2}$, $m = 2$, and $n = 4$: these values being substituted, we have $P = \frac{1}{2} + \frac{1}{2} + \frac{1}{2} + \frac{1}{2} = \frac{1}{2}$. Therefore A is entitled to $\frac{1}{2}$ of $\$32$, or $\$26$.

W. D. HENKLE.

The insertion of solution of Prob. 85, intended for this number, is unavoidably deferred till next month.—PUBLISHER.

PROBLEMS.—92. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 97$, to find x and y .

M. J. V.

93. A and B have each a farm offered them on the following conditions, viz., that each shall inclose his farm with a rail-fence 7 rails high, each rail being 11 feet long, in such manner that, making no allowance for lap or crook in the rails, there shall be exactly as many acres in the farm as there are rails in the inclosing fence. A builds his fence in the circumference of a circle; B builds his in the periphery of a square. Which makes the better disposition of his rails, and by how many acres is one farm larger than the other? O. S. W.

94. [*For mental solution.*] A farmer went to market with grain which he sold at $87\frac{1}{2}$ cents per bushel of 60lbs., and brought home as many dollars as he sold whole bushels, and as many cents as he sold odd pounds. How much grain did he carry to market? L.

95. What is the difference between the following expressions: $.4$ and $.04$?

96. The semiaxes of an ellipse are 20 and 25. Required the radius of the largest circle inscribed in its quadrant. J. MATTESON.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE SUMMER VACATION.—By the time this number reaches our readers, the summer schools will be closed, and the teachers earnestly engaged in planning how and where to spend their vacation. We are glad to see this general stampede eastward, westward, northward; into the country by city teachers, and into the city by those of the country; for if any class of men and women need recreation, it is the public-school teacher. And in the summer vacation the vital energy must be stored up in the system which is to stand the drain of ten months' exhaustive labor.

And at a stand-point only two months distant from the active duties of the profession, we can add our testimony to what has been so often repeated as to the enormously disproportionate drain upon the mental and bodily powers which the teacher is called upon to provide for, as compared with the active duties of ordinary business life. Said a friend to us, when we spoke of resigning our late position to accept our present one, the responsibilities of which, in the ordinary sense of the word, are certainly not less arduous, "I wish you could wait till after the summer vacation, for I fear you will miss in your new business the vacations and the Saturdays." We had no word to offer in reply, for we supposed this would be the case; but were we to meet him now, the reply would be, "My dear sir, you are mistaken; every day is a Saturday, and there is no need of vacations." The fact is, the attrition of mind against mind in business intercourse stimulates the energies and prevents monotony; and the tired feeling which one carries home with him is a healthy one, itself giving relief through the sound sleep which it induces. In this respect it is very different from the utter mental

and bodily depression which the easiest day's teaching in the best-governed school so frequently causes,—a depression which the most favorable surroundings do not enable the night's rest to restore.

As yet no special inducements offer for the vacation trip. The National Association meets in August some where East—place undetermined. The American Institute has its session in Maine, but the excursion arrangements only include New England. Ohio and Iowa hold their state meetings at convenient seasons, but the localities do not promise greatly for sight-seers or pleasure-takers. Last of all, Minnesota holds her state meeting as announced elsewhere; and here we believe there is most promise of avoiding the heat of the harvest-field, and receiving for one's money the most return in the shape of a trip on the Mississippi, an educational feast, and an opportunity to explore a new field.

We suppose, though we have seen no notice, that the Grand Trunk Railway Company will offer, as they did last year, exceedingly liberal inducements to pleasure-seekers to visit the Eastern seaboard by means of their excellent steamers and elegant cars. We made the trip last year, after the work of the National Association was over; and though we were gone only two weeks, we know we felt the impetus of that trip in acquired energy till the Christmas vacation, the State Association, and the snow-bound train, prepared us for our closing experience as a teacher.

Whatever decision the thousand and one teachers who are 'going out of town to spend vacation' may make, we trust they will all realize every reasonable anticipation of pleasure, profit, and renewed health, and return with pleasant memories of their trip to shed light all through the coming term.

W. H. WELLS.—This gentleman has resigned the position he has held for the last eight years as Superintendent of the Chicago Schools, to accept the General Western Agency of the Charter-Oak Life-Insurance Company.

In another place will be found the resolutions adopted by the Board of Education concerning his resignation.

THE NATIONAL ASSOCIATION.—The meeting this year seems likely to go by default, no one in the East, where it must be held, being interested enough in its success to look up a place of meeting.

THE VIOLETS AND THE WOUNDED BOY.—Here is a touching incident of the Virginia battles: "Far down the plank-road where Hancock fought, beyond the thickest rebel dead, lay a boy severely wounded, perhaps not less a soldier than he was a boy. He had fallen the day before, when we were farthest advanced, and had remained unmolested within the rebel lines. They had not removed him, and he was alone with the dead when I rode up. The poor fellow was crawling about gathering violets. Faint with the loss of blood, unable to stand, he could not resist the tempting flowers, and had already made a beautiful bouquet. Having caused a stretcher to be sent for, I saw him taken up tenderly and borne away, wearing a brave, sweet, touching smile."

RELIEVING GUARD — MARCH 4TH, 1864.—The following lines were called forth by the death of Rev. Thos. Starr King:

Came the Relief. "What, sentry, ho!
How passed the night through thy long waking?"
"Cold, cheerless, dark — as may befit
The hour before the dawn is breaking."

"No sight? no sound?" "No; nothing, save
The plover from the marshes calling;
And in yon Western sky, about
An hour ago, a Star was falling."

"A star? There's nothing strange in that."
"No, nothing; but, above the thickest,
Somehow it seemed to me that God
Some where had just relieved a picket!"

INDIANA.—Nicely.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-sixth Annual Meeting will be held in Maine, probably at Lewiston, on the 16th, 17th and 18th days of August next. Lectures are announced by John S. Hart, Prof. Chadbourne, of Williams College, John D. Philbrick, E. P. Weston, G. B. Putnam, J. W. Allen, and J. N. Bartlett.

"**WILBER'S PHYSICAL AND DESCRIPTIVE MAP OF ILLINOIS**, showing all the townships, sections, railroads, stations, and towns; and exhibiting in colors the *geological features of the state, also its climatology and botany, etc., etc.*," is being generally introduced into the Public Schools of the state. It exhibits, in beautiful colors, the only complete geological survey of Illinois ever published. As Illinois is a model (geologically) of most of the Western States, the careful study of its geology becomes highly important. This map is the condensed result of six years' travel and research, and shows correctly the physical history of the Prairie State.

It is such a map as will grace any parlor, office or school-room in the state. It will afford profitable amusement for the children all the way from five to seventy years of age, and the possessor will never regret the money it cost. The school in Illinois which does not possess it loses information necessary to every Illinoisian, for it is to be found grouped together no where else.

HON. DAVID N. CAMP, of Connecticut, and **HON. JOHN SWETT**, of California, will please accept thanks for late favors.

WEBSTER IN INDIA.—In an order for Webster's Unabridged, Pictorial Edition, from Madras, under date of April 13, 1864, the person giving the order remarks "You would be surprised to see natives of small means set upon having 'the large one', 'the illustrated'. I never saw a native pay out money with such evident satisfaction and contentment for any thing else. Some engage copies to receive whenever they do come."

MAINE.—Our friend Weston has been 'toward the front', and the *Northern Monthly* for June contains an interesting account of his experiences on the road to Richmond.

Waterville College, founded in 1813, has 430 graduates, 142 of whom have entered the ministry, and five have been in foreign missionary service. Its library contains 6,000 volumes, and its property is valued at \$120,000.

NEW HAMPSHIRE.—A subscription of \$30,000 has been made up to endow the Presidency of Dartmouth. So much the college gains by taking a metropolitan pastor for its president, besides securing a competent and acceptable head.

VERMONT.—The Summer State Institutes were held during the past month, two days in each place, in Rochester, Cornwall, West-Poultney, Putney, and Peru. We have seen no reports of them.

Rev. Dr. Shedd, of New York, will preach the Baccalaureate at the Burlington University Commencement in August, and also deliver a eulogy upon the late President Pease. The Phi-Beta-Kappa will be addressed by Rev. Roswell D. Hitchcock, of New York, and the Society of Religious Inquiry have secured as their orator Rev. F. D. Huntington, of Boston.

Half of the last graduated class from the University have gone to the army to help care for the wounded.

MASSACHUSETTS.—Rev. David A. Wasson, of Worcester, has joined a party of young men for a three-months yacht excursion to the coast of Labrador and Hudson's Bay. On his return he will contribute some sketches of travel to the *Atlantic Monthly*.

Gov. Andrew has been in Amherst to bargain for the Cowles farm, the proposed location of the State Agricultural College.

The prizes at the Alexandrian Freshman Exhibition were won, in the order following, by George W. Barber, of Orange; Elihu Root, of Belchertown; and Walter Brown, of St. Louis, Mo.

Amherst takes the State Agricultural College by a vote of 8 to 4 in the Board of Trustees. The advantage of locating it where there was already a first-class educational institution, so that students in one could share the privileges of the other, were the controlling reasons for this decision. Yet all the trustees in the negative were the four from the western counties — the most purely agricultural section of the commonwealth; they taking the ground that it was better for the new institution to stand utterly alone, and be no appendage or copartner of any ordinary college. But the eight trustees from the rest of the state, led by Gov. Andrew, thought and decided differently. The question between them is one for experience to decide: under appreciative, skillful management, the two institutions may be a great help to each other; without it, they will be stumbling-blocks, each obstructing the growth of the other.

The Normal School at Framingham, the oldest in America, celebrates its quarter-centennial anniversary in Framingham, July 1, under the auspices of the Board of Education. The graduates of normal schools and other friends of learning will participate in the exercises. Rev. Samuel J. May, of Syracuse, will be the orator of the day, and Rev. Eben S. Stearns, of Albany, the historian.

George Allen, jr., for more than twenty years master of the Hancock School, Boston, and a teacher in the Boston schools for twenty-eight years, died May 1. He was one of the most efficient, earnest and successful teachers Boston had.

The Souerville teachers have had their salaries raised, as follows: High School, \$1,650; four principals of grammar schools, \$1,150 each; all female teachers who were on \$300 to \$375.

June 15th was class-day at Amherst. C. M. Lamson, of North-Hadley, was the orator of the day, and H. M. Tenney, of Concord, N. H., the poet. Commencement is the second week in July, and the following is the programme. Sunday, the Baccalaureate by President Stearns; Monday evening, the Prize Speaking, by members of the Sophomore and Freshman classes; Tuesday afternoon, meeting of the Phi-Beta-Kappa Society; afternoon, Address to the Students, by John B. Gough; evening, the address before the Society of Inquiry, by Prof. H. B. Smith, of New York; Wednesday, forenoon, Alumni Meeting, with an Address by the retiring President, Hon. James Humphrey, of New York; afternoon, Address before the Literary Societies, by George Thompson, of England; evening, Concert by Gillmore's Band, of Boston; Thursday, Exercises of the Graduating Class. On Wednesday, besides the regular exercises, there will also be an exhibition of the Physical-Culture department, under the charge of Dr. Edward Hitchcock. The following are among the appointments in the Senior Class for Commencement day: Valedictory Oration, F. G. McDonald, Dubuque, Ia.; Salutatory, W. W. Tyler, Amherst; Philosophical Oration, J. H. Lee, Charlestown; Scientific Oration, H. E. Storrs, Amherst.

Class-day at Williams College, Thursday, July 7. The orator is Richard P. H. Vail, of Troy, N. Y., and the poet C. C. Tracy, of East-Smithfield, Pa. Commencement is Wednesday, August 8. The Sunday before the Baccalaureate Sermon will be preached by President Hopkins. Sunday evening comes the Address before the Mills Theological Society, by Rev. R. R. Booth, of New York; Monday evening, the Address before the Adelpic Union Society, by Hon. A. H. Bullock, of Worcester; Tuesday morning, the Alumni Address, by Prof. Griffin, of the College, and the Poem, by Rev. J. Ambrose Wright, of Chicago; afternoon, the Alumni Dinner; evening, the Prize Speaking, by the lower classes; and Wednesday the exercises of the graduating class.

At the Harvard Regatta, on Charles River, June 11, the Sophomore Class beat the Freshman, won the silver goblet and six silver cross oars, having rowed the three miles in 20' 50". The second Sophomore boat won the second prize of six silver cross oars. One of the Freshman boats filled with water in turning the stake, and the Harvard was run into by a Sophomore boat and nearly out in two.

RHODE ISLAND.—June 9 was Class-day at Brown University. Charles T. Lazzell, of Brooklyn, N. Y., was the orator, and J. Foster Ober, of Beverly, Mass., was the poet.

At five o'clock in the afternoon, a large concourse assembled on the grounds

east of the College to witness the planting of the College Tree. After the Class Tree-Song was sung, Mr. Frank W. Love, Mr. Wm. R. Sayles, and President Sears, made brief speeches. The day closed with a supper at the City Hotel.

The public schools of Providence had a holiday June 10, the day of the return and public reception of the second regiment, which immortalized itself and its Colonel, Slocum, at the Battle of Bull Run.

The quarterly report of D. Leach, Superintendent Providence Schools, laments the injury done to the schools by the great number of changes in teachers and pupils. Some of the former resigned because of ill-health, but more to accept more lucrative situations. For the latter cause the city has lately lost three of her best and most successful masters.

The schools do not show their usual increase, and the Superintendent has been able to close four rooms. The whole number of pupils registered is 7,694. High School, 243; Grammar, 2,045; Intermediate, 1,947; Primary, 3,459.

CONNECTICUT.—Yale College rejoiceth in another donation of \$30,000 from a former resident of New Haven, who do n't want his name known. It has leaked out, however, that the generous donor is Henry Farnum, late of New Haven, but now of Chicago. They will build a dormitory with it.

The Legislative Committee on Humane Institutions visited the State Reform School at Meriden last month, and found that institution in fine condition. There are 210 boys in the school. They devote five hours a day to study and the rest to work, with intervals for play and gymnastic exercises. Last year they made 46,000 chair-bottoms and -backs, and finished 115,000 hoop-skirts. Twenty-five boys in the tailoring shop do the whole sewing and mending for the whole establishment.

There are 2,699 school-children in Hartford.

From the report of Hon. D. N. Camp, State Superintendent, we learn that the income of the school-fund for they year ending February 28 was \$134,518, and after a dividend of \$1.20 per scholar, there remained at the end of the year \$28,270. The number of children entitled to the benefit of the fund is 112,098, an increase of over 1,607 over last year. In the schools in Hartford county the number of children is 21,826; New Haven, 25,118; New London, 15,250; Fairfield, 19,011; Litchfield, 11,667; Windham, 8,511; Middlesex, 7,677; Tolland, 5,080.

The state boasts 1,819 common schools, with an average attendance of 54,468 pupils in winter, and 49,273 in summer. She has 1,900 female and 818 male teachers, whose average wages, including board, were \$16.82 and \$28.74 per month respectively. The principal of the school-fund amounts to \$2,050,460. There are 1,284 school-houses in good condition, 301 in bad condition, 396 without out-buildings, and only 250 with inclosed yards. Eight institutes have been held during the year, at which was a total attendance of 523 teachers. The Normal School contains 192 pupils, and is in an exceedingly prosperous condition.

The Legislative Committee on Education visited the State Normal School at New Britain June 9. There are 75 scholars in the institution the present term — 39 less than last, — and only eight of them are young men. The whole number of pupils that have completed the course and graduated in the last five years is 78, of whom 75 are now teaching in the state. One-third of all the schools in the state are now in charge of normal teachers.

WEST-POINT MILITARY ACADEMY.—The following is the Board of Examiners appointed by the Secretary of War: Hon. A. O. Aldis, Vermont; Judge M. Brown, Kentucky; Rev. R. M. Chapman, Iowa; Wm. G. Eliot, Missouri; Col. Wm. Goddard, Rhode Island; N. N. Halsted, New Jersey; Hon. John R. McBride, Oregon; Hon. J. Phillips, Wisconsin; Hon. D. T. Patterson, Tennessee; Bishop Simpson, Pennsylvania; J. Y. Scammon, Illinois; Hon. H. A. Swift, Minnesota; Rev. G. F. Wisewell, Delaware.

NEW JERSEY.—Prof. Phelps has resigned the Principalship of the State Normal School, at Trenton, and has been succeeded by Prof. John S. Hart.

PENNSYLVANIA.—The State Association will meet at Altoona, August 2, continuing in session three days. President Hill, of Harvard, Dr. Burrowes, Hon. S. P. Bates, and the State Superintendent, are to deliver addresses, and reports and discussions are to be in order on 'Illustrated Science', 'Elementary Composition', 'Natural Order of Development', 'Linear Drawing', 'Means to induce pupils to aim at a high standard of Intellectual Culture', etc.

DELAWARE.—At the close of 1862 this state contained 306 schools, and had 14,756 pupils in attendance.

WEST VIRGINIA.—The constitution of this new state requires the legislature to establish a thorough and efficient system of free schools, and a considerable portion of the income of the state is set apart as a school-fund; general taxation is authorized; township taxation is required; and a general superintendent and county superintendents are to be elected by the people. The legislature is also commanded to foster and encourage moral, intellectual, scientific and agricultural improvement; to make suitable provision for the blind, mute, and insane, and for the organization of such institutions of learning as the best interests of general education in the state may demand.

Her population is—whites, 368,623; free colored, 3,981; slaves, 20,630; total, 393,234.

OHIO.—M. F. Cowdery, for many years Superintendent of Schools at Sandusky, and author of 'Moral Lessons for Schools', has resigned his position, and is succeeded by Rev. T. Hildreth.

We do n't know Mr. H.; but we wonder if there was no practical teacher in Ohio who could have been induced to superintend the schools of Sandusky. Most likely, if there was, he has just been called to Mr. Hildreth's vacant pulpit!

M. F. Cowdery, Thomas W. Harvey, and Eli T. Tappan, have been appointed State Board of Examiners for Certificate. Nothing short of five years of successful experience, a high grade of scholarship, and an unimpeachable moral character, will procure a certificate. The first session of the Board for the examination of candidates is to be held at Toledo, July 8.

The next meeting of the State Association is to be held at Toledo, on the 5th, 6th, 7th and 8th of July. Reports are announced on County Supervision; Composition in a common-school course of study; Extent and Mode of Teaching Geography; Normal Schools; Minimum School-age; Means necessary to prevent Truancy and secure Universal Education; Importance of Special Preparation by Primary Teachers, and the best method of securing the same; and addresses by Hon. Sam. Galloway, T. W. Harvey, and C. S. Royce.

Among the Hundred-Days men are Messrs. Hancock, Parker, Betts, Strunk, and Rickoff, of Cincinnati; Hunt, of Cleveland; Regul, Stone, of London; and Poe, of Portsmouth. Mr. Hancock was elected to serve three years at the recent draft in Cincinnati.

INDIANA.—The number of children between five and twenty-one is 550,617; increase in 1863, 31,404. Funds distributed in April, \$601,654.90, being \$1.10 for each child of school-age.

Institutes are to be held at Greensburg, opening July 12; at Richmond, July 18; and in Randolph county, August 15.

MISSOURI.—The St. Louis Board of Education for free colored schools is made up principally of leading colored men in St. Louis, appointed in mass-meeting, February 4th, and is endeavoring to establish a system of free and graded schools in St. Louis, and finally throughout the whole State of Missouri, which shall furnish a free education to all the colored children in the state.

There are already four schools, containing 800 pupils, conducted by the Superintendent and six teachers. The Superintendent and some of the teachers are under commission from the American Missionary Association of New York, others are supported by the Board, all the teachers receiving rations at present from the general government.

IOWA.—The next State Meeting is to be held at Dubuque, August 23, 24, 25 and 26. The programme is not yet announced.

The third session of the Board of Examiners for State Certificates is to be held at Iowa City, during the week commencing July 11.

WISCONSIN.—Among the Hundred-Days men are Prof. Fallows, of Lawrence University; A. J. Craig, Assistant State Superintendent; C. H. Allen, of the State University; J. Hauser, of Lawrence University; S. M. Allen, of Beloit College; S. T. Lockwood, Principal of Janesville High School; A. J. Cheney, Superintendent of Walworth County; J. K. Purdy, Superintendent of Jefferson County; E. H. Hobart, of Barraboo Collegiate Institute; A. J. Slye, Superintendent of Iowa County; D. G. Purman, Superintendent of Grant County; R. Graham, Superintendent of Kenosha County; and H. A. Gaylord, Principal of one of the Kenosha schools. Most of these brought a few of their pupils with them, and some brought a whole company.

Beloit College has sent large numbers of her students to serve their country as soldiers, and has no senior class left to graduate this year. Besides these, a large number of other teachers and students have responded to the call, whose names are not now attainable.

In consequence of this very general enlistment, the Wisconsin teachers have indefinitely postponed their State Meeting at home, and will hold it 'way down south, in de land ob cotton.

MINNESOTA.—The State Association will hold a two-days session at Red Wing, commencing August 24.

Col. McMynn has been offered the principalship of the Winona Normal School.

KANSAS.—The report of State Superintendent Goodnow to January 1, 1884, gives the following statistics: 705 districts, 26,824 children between 5 and 21, of whom 16,603 were in school some time during the year. The average daily attendance was 5,549. 164 male and 400 female teachers are employed, at salaries ranging from \$8.46 to \$30.52 per month. The total expended for school-improvement, \$26,722.10; value of all the school-buildings, \$32,970.60.

CALIFORNIA.—Oakland College has just sent out the first class ever graduated in this state. Edward Stanley, Dr. Bellows, and Gen. Wright, made addresses.

The State Board of Examination held its annual session at San Francisco, May 2, 3 and 4. The series of questions was exceedingly searching, and they have a higher order of teachers than most states can boast, if the average of a majority of the applicants was above sixty per cent.

The annual examination of the State Normal School was held on the 18th, 19th and 20th of May. The graduating class numbered 25 young ladies. The next term opens July 4. The last State Report has been issued in Spanish.

UTAH.—The *California Teacher* gives a few items from the report for 1883 of State Superintendent Campbell. Number of districts, 108; male teachers, 95; female teachers, 67; children between 4 and 18, 11,619; in school, 6,163; average daily attendance, 3,330; school-year 6.5 months.

DISTRICT OF COLUMBIA.—In November, 1883, Washington had 59 schools—8 grammar, 8 intermediate, 27 secondary, and 16 primary. Children between 5 and 15, 11,016; between 15 and 20, 5,061; in school, 3,335; teachers, 63.

NEWFOUNDLAND.—Education here is sectarian. The money voted by the Legislature is divided according to population between the Catholic and the Church-of-England denominations, the expenditure being under Boards of Education appointed by the Governor and Council. In St. Johns are several classical academies endowed by the government, and in Harbor Grace and Carbonear are grammar schools established by the Legislature. In 1883 there were 152 Protestant schools, with 8,648 scholars, and an average attendance of 5,400; and 90 Catholic schools, with 4,801 scholars, and an average attendance of 2,957.

NEW BRUNSWICK.—The report of John Bennett, Esq., Chief Superintendent, shows the following statistics for 1862: children in the province between 6 and 16, 64,000; 29,500 of whom were in school, under 810 teachers. The provincial expenditure was \$94,437, and the local contributions \$106,524, giving \$200,961 as the total expense of the system. There were also 23 superior schools in operation, at a cost of \$5,288, containing 1,164 pupils. The average salary of teachers in the latter, \$566. There is a training school for teachers, into which 167 applicants were admitted and 27 rejected. There are also 12 grammar schools, containing 397 pupils. Latin and Mathematics were taught in all these, Greek in 7, and French in 8.

CANADA-WEST.—The next Annual Convention of the Teachers' Association of Canada-West will take place at Toronto, on Tuesday, the 2d of August next, at 11 A.M., and continue in session three days.

Addresses are promised from the Rev. J. McCaul, LL.D., President of University College; the Rev. W. Ormiston, D.D.; C. W. Connon, LL.D., of Upper-Canada College; several other prominent educationists; and the President of the Association, Daniel Wilson, LL.D.

The following are the leading subjects on the programme for discussion: 'The fitness of the National Series of School Books for the requirements of Canadian Schools'; 'the causes and remedy of the frequent changes of teachers in the rural districts'; 'The appointment of Superintendents for counties in stead of townships, as a means suggested to insure greater efficiency'; 'Union Schools—their advantages and disadvantages'; 'Central High Schools—the desirableness of such as a part of the common-school system in large towns'; 'Separate Colored Schools—the necessity or desirableness of recognizing the distinction of color in Canadian schools'; 'The objects to be accomplished by Teachers' Associations, and the importance of local organizations'.

Accommodations at the hotels have been secured for teachers at *fifty cents per day!*

The summary in the Report of the Chief Superintendent for 1862 gives 4,104 common schools, with 343,733 pupils, at an expense of \$1,231,913; 91 Grammar schools, with 4,982 pupils, costing \$96,187; other educational institutions, 359, numbering 8,857 pupils, at a cost of \$184,783.

CANADA-EAST.—The report of the Education Office for 1862 shows 3,501 institutions, having 188,635 pupils, at an expense of \$542,728. There are in the Normal Schools 90 males and 110 females.

TEACHERS' INSTITUTE AT THE STATE NORMAL UNIVERSITY.—It is proposed to hold a Teachers' Institute at the Normal University, beginning on Monday, August 1st, 1864, and continuing four weeks, *provided seventy-five teachers will promise to be present.*

The time will be devoted—

1. To a thorough drill in the methods of teaching the common branches of study.
2. To practical discussions upon the duties of teachers in the school-room, including discipline, organization of schools, philosophy of instruction, etc., etc.
3. To a consideration of the rights and duties of the teacher under the law.
4. To drill and discussion upon such other topics as may be thought useful and appropriate.

The exercises will be conducted mainly by the instructors of the University, each of whom will devote an hour each day to the Institute. But the services of eminent educators in other parts of the state will also be secured. Constant and thorough work will be expected of the members. There will be no expense except for board, which can be had in the immediate vicinity of the University for \$3.00 per week. All earnest teachers and friends of education, near and remote, are cordially invited to be present. Every friend of the enterprise is solicited to forward to the undersigned, at Normal, Illinois, all the names known to him of persons who will promise to be present, together with their post-office address. The letters must reach this place by June 20th, in order that notice of the Institute, if it is to be held, may appear in the July number of the *Illinois Teacher*.

In addition to the notice in the *Teacher*, circulars will be sent to all persons sending names to the undersigned, in case the requisite number of names, 75, is received. Teachers of Illinois, it is left to you to say whether this Institute shall be held, and whether, if held, it shall be successful.

The foregoing announcement was published in the June number of the *Teacher*. It has now been decided that the Institute *will be held*.

We shall be glad to see every live teacher in Illinois. Hon. N. Bateman has promised to be with us, and the same is understood of Hon. J. P. Brooks. Among other exercises at the Institute, will be presented an opportunity of daily lessons in Phonography, by a gentleman very highly recommended as a teacher of that art.

RICHARD EDWARDS, Principal State Normal University.

NATIONAL TEACHERS' ASSOCIATION.—ARRANGEMENT FOR TEACHERS' EXCURSION.—[Since the item on page 277 was printed, we have received the following from Mr. Wells.]

The annual meeting of the National Teachers' Association will be held at Ogdensburg, New York, commencing on the 10th of August, at 10 o'clock a.m., and continuing three days. Most of the hotels at Ogdensburg will furnish accommodations to members at a reduced charge of \$1.50 a day. The exercises will consist of lectures and papers by prominent educators, and the discussion of various educational topics. Arrangements have been made for excursion tickets from Chicago, as follows: By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland. Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berth and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00. Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the courthouse, that they are teachers or school-officers. Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way Portland will have the privilege of lying over, either way, at Portland. Tickets good from July 15th to September 1st. Teachers and school-officers in the Western States, who take this line at any other point than Chicago, can procure tickets by sending the amount of the fare to the undersigned. Steamers leave Chicago every evening. Other excursion arrangements will be made from different points as early as practicable, and further announcements will be made of these arrangements and of the programme of exercises.

The annual meeting of the American Institute of Instruction will be held at Portland, Maine, August 16, 17 and 18.

Persons receiving this circular will please secure its insertion in as many of the local papers as will publish it gratuitously, or write special notices for the papers, calling attention to the meeting.

Directors of the Association in the several states and other members are particularly desired to interest themselves in securing arrangements with railroad companies for reduced fare to teachers and others attending the meeting, and to use their influence in other ways to secure a full attendance.

Chicago, July 2, 1884.

W. H. WELLS, President National Teachers' Association.

NOTE.—It is due to the members of the Association that some explanation should be made of the delay in maturing these arrangements. The directors at first recommended Detroit as the place of meeting this year, provided the meeting was desired at that point; but no invitation was received from Detroit. A large majority of the directors afterward expressed a desire that the meeting should be held at some Eastern point, but insuperable objections arose to an arrange-

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PINNEO'S GUIDE TO COMPOSITION embraces a series of graduated practical lessons, with appropriate directions, exercises, and models, designed to simplify the art of writing composition. Adapted to the wants of beginners.

There are few who are not frequently required to express their ideas in writing, and none who may not, at some time, be subject to this necessity. No education, therefore, can be complete that does not include this important subject.

In this work the attempt is made to render this usually repulsive and difficult branch, simple, easy, and interesting. So gradually is the pupil led along, step by step, that he is actually taught to write composition before he is aware of it, and before the word *composition* is used.

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"RESOLVED, That Free Gymnastic exercises, calculated to secure a symmetrical development of the body, may be made successful without any loss of time or progress on the part of the pupils in their attainments, and that teachers, by the use of a *cheap Manual*, will find no difficulty in awakening interest in this indispensable branch of education."—*Resolutions adopted by the Ohio State Teachers' Association, July, 1863.*

"Free Gymnastics are of great value in forming the habits of the body in the young. The experiment of Free Gymnastics has proved a decided success in the schools of Cincinnati."—LYMAN HARDING, *Supt. of Cincinnati Public Schools.*

"As to the practicability of making physical exercises a part of our system of public instruction, I entertain no doubt."—JOHN D. PHILBRICK, *Supt. of Boston Public Schools.*

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RECOMMENDATIONS.

From JOHN D. PHILBRICK, Esq., Superintendent of Public Schools, Boston.

City of Boston, Office of Superintendent of Public Schools, Feb. 2, 1884.

It gives me pleasure to assure you that the new series of Hillard's 'Readers' is giving very great satisfaction — so far as I know, entire satisfaction — to our public schools. In regard to these books, I hear from the teachers but one opinion, and that is decidedly favorable. Since their introduction, a new interest in reading has been awakened among both teachers and pupils. From present indications, I feel warranted in saying that reading in our grammar schools will be advanced, during the year, twenty-five per cent. in consequence of the introduction of this series.

JOHN D. PHILBRICK.

From WM. H. SEAVEY, Principal of Girls' High and Normal School, Boston.

The 'Sixth Reader', since the revision of the series, has been in constant use in this school as the text-book in reading; and it proves *all that can be desired for that purpose*. What is true of the 'Sixth Reader' in this school is, as far as I can learn, true of that and all the other books of the series in the public grammar and primary schools of Boston.

Teachers of public and private schools, superintendents, committees, and others engaged in promoting education, are invited to examine these Readers. To all such, copies will be forwarded for examination, by mail (post paid), on receipt of, for the Sixth, twenty-four cents; Fifth, twenty cents; Intermediate, sixteen cents; Fourth, sixteen cents; Third, twelve cents; and Second and First, eight cents each.

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ILLINOIS TEACHER.

VOLUME X.

AUGUST, 1864.

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SCHOOL MANAGEMENT.

NOT long since some teachers returning from a State Teachers' Association were detained a part of the night at a village tavern, waiting for a train. Two were from the city, of mature age and experience; others from rural districts. The conversation naturally turned upon practical school-teaching. The elders chatted on, more to keep themselves awake than because they considered their remarks of any real consequence. "I have attended several associations of teachers," at length replied one of the younger, "for which I have spent some time and money, but have learned here to-night more of what I *really wished to know* than from them all." "The philosophy of education has been written threadbare, and the minute details of the school appear too puerile for an educational journal," said one teacher to another. "You are mistaken, sir," was the reply; "the more minute the better."

These incidents suggest the inquiry whether, in our anxiety to inculcate the correct theory of education, we are valuing too slightly those outward appliances which, after all, must exist in a school which aims at perfection.

A peculiar charm in the writings of Kepler, the great German astronomer, is that, in stead of giving conclusions only, as men of science usually do, with the most captivating simplicity he relates all the steps by which he arrived at the discovery of his sublime laws, with all his failures, fears, hopes, and successes. A union school may be a small affair compared with the universe; yet, as order reigns in one, so ought it in the other; and to discover the laws by which the forces in the former are controlled may require patience, and labor, as it did to determine the laws of time and motion which govern the planets.

A teacher found himself principal of a union school—four hundred pupils—six grades—six assistants. The house substantial brick, two stories, surmounted by a bell; a hall above and below—one door of egress. He entered upon his duties an entire stranger to assistants and pupils. On the first day, precisely at half-past four, the janitor stood at the rope, and the usual bell was struck for dismissal. As when Æolus struck his crooked spear upon the hollow mountain, the doors of each room flew open, and out rushed a crowd of girls and boys, as did the winds upon the mighty deep. The halls were immediately filled; disorder of course followed. "This will not do," said the teacher; and his reflections, as he remained half an hour after school, were as follows: To empty this house twice a day, with system, order, silence, and beauty, will be no small task, and deserves careful consideration. It is not reckoned among the branches taught, but my reputation as a teacher may depend very much upon the manner in which I do it: it will test my administrative ability, and develop character. It must be a great mistake also to suppose that all useful lessons in school should necessarily be intensely intellectual. Any thing that gives the habit of self-control, be it of limb, tongue, or impulse, is disciplining, tends to obedience and good citizenship. This certainly is one object of education, and of my teaching. Here shall be my first effort.

The next day he went to each room and gave a sensible lecture on order. He talked well; his face was new; all listened with profound attention. I have made a good impression, thought he: shall see a change to-morrow. The next day he was disappointed. The confusion was about the same. After being confined an hour and a half, how could Peter help kicking John as he went down stairs; or Jane help screaming and jumping up and down as soon as she entered the hall! He was not wrong, however, in supposing that he had gained *personal* influence. Whenever an unruly spirit caught his presence, as he stood in the hall, he *thought* of what the principal had said, but not before. The teacher had not yet learned that *actions*, not *words*, make upon children *permanent* impressions. He had talked too much.

A meeting of teachers was immediately called. He pointed out the evil; all admitted it. "I must hold you each responsible for the good order of your rooms at dismissal," he continued. "In case of disobedience, refer to me." The next day there was not so much tumult, but the order did not meet his expectations. The machine worked as though the screws were loose. The wheels wobbled. He found that different teachers had very different ideas of what order

was. From some rooms the pupils came out talking, from others silent; from some running, from others on tip-toe. After school he thought "I have committed an error. There must be unity of action. If I am placed at the head of this school, I must assume that position to its full extent. While my assistants should work out their own individuality by making certain regulations for their own rooms, a few general rules must emanate from me alone. There must be a strong central power. The pernicious doctrine of state rights will prove as disastrous to my school as it has to the Union."

The next day there came from the principal this distinct and ringing order: "Teachers in the several departments will observe the following regulations at dismissal strictly: 1. Pupils will leave the rooms and the hall without talking; 2. without touching heels to the floor; 3. at least six feet apart. Make your own arrangement in regard to what sections in your rooms shall go first, but have *uniformity daily*." A great advance was made this time. There was a *positiveness* here wanting in all former action; but still new difficulties presented themselves. As the files poured from the different doors, current met current as waves dash around broken rocks, and, as one jostled another, ejaculations of petulance or of fun burst forth, till the hum as of many waters again filled the hall. The principal again set his brain at work. Massing of forces may do well for Grant or Lee, thought he, but not for me. School-strategy evidently consists in dispersion.

The janitor was again placed at the bell, and ordered to strike as follows: At six strokes the 6th grade was to file out; at five, the 5th, and so on. Interval between bells three minutes. This worked admirably. The little ones were in the middle of the town before the larger ones left the house, and but one single file was in the halls at the same time. Still the thing was not perfect. Children are as gregarious as sheep and ducks. Knots would cluster in the halls, and squads gather around the doors. Each girl had to tell the other something; boys would form platoons, and see who could get to the door first. One thing was wanting in the whole plan thus far. *There was no penalty for violated law*. Laws without penalties are useless. On the subject of penalties he reasoned thus: with children a slight one, *invariably* enforced, will produce about the same effect as a severe one. Here, however, was a difficulty. He could not be omnipresent; how could he detect the guilty? To depend upon inquiries was impracticable; upon self-reporting, dangerous; upon watching, impossible. I will resort to delegated power, thought he; it will not destroy the unity of action which I seek, if I keep the reins in my own hands.

The next day he called to his room three reliable boys from each grade. Positions were designated them in the hall, and at the outside door. Each boy of his respective grade was required to send back to their own rooms all violators of the three rules above mentioned. Penalty, detention at the discretion of teacher, not exceeding fifteen minutes. If any refused to return, they were sent next day to the principal's room. Only one more improvement was made. As boys always wish to run faster, and some times run over girls on returning from school, they were dismissed first in each grade. The machine was now complete. The school appeared to dismiss itself. A department glided out so silently that the others knew not when it was gone. The six clothed with delegated authority were called Marshals of the Hall; were selected weekly for meritorious conduct: they had some special privileges, always went out first. The position was considered one of honor, and a paper star indicated their rank. The dismissal of that school soon became the admiration of the town. People visited it expecting to see some grand exhibition of power; but, to their surprise, they generally found the principal at that hour quietly seated at his desk, making out records, or seemingly doing nothing at all. Little did they know the brain-work and solicitude that this very thing had cost him. The good influence of this discipline seemed to extend beyond the school-precincts, and to reform street-manners. The causes attributed for these results were various. The children were naturally good; the principal was a natural teacher; the pupils greatly loved and feared him: while the truth was, the moral status of the young there was about the same as in other towns; the teacher had no peculiar aptitude to govern; and the feeling extended toward him seldom exceeded that of sincere respect.

Three lessons can perhaps be derived from this plain article. 1. That successful school management is not generally the result of intuition, but of careful thought, out of the school-room as well as in it. 2. That there is a deep philosophy in studying the minutiae of the school-room, if rightly pursued, not unworthy the attention of all. 3. A good practical method presented for dismissing a large school.

J. G. M.

THE mind is the only thing which progresses without stop until it arrive at perfection in the presence of him who breathed into man the breath of life, so that he became a living soul. If such is the case, then must education, which is the training of the mind throughout the whole course of our life, be a peculiarly progressive work.

T A L K F O R T E A C H E R S .

And still they gazed, and still the wonder grew,
That one small head could carry all he knew.

GOLDENITE.

THE schoolmaster does not stand as high now as he did in Oliver's time; unless it be in the backwoods, where the pedagogue is still regarded as a cyclopædia of universal knowledge, a kind of individual light amid the general darkness. In the older communities and towns this sort of hero-worship has long since died away; and that reputation for profound learning formerly ascribed to our craft, and of which Roger Ascham was such a genial representative, is already, like the gallantry of knighthood, a subject of antiquarian reflection.

Let me not be misunderstood. Among enlightened minds the teacher still occupies his high social position; but the common herd, I do insist, have lost that superstitious veneration for classical and scientific culture awarded to our profession in Europe and in this country, one and two centuries ago. Of that animal known as teacher the popular idea seems to be this: some body that can parse and cipher; has little brains and less money; feeble-minded, unable to grapple with real men and women in the stirring employments of life, but on that account admirably fitted to associate with childish intellects, as being somewhat akin to them; with not a drop of Shakespeare's 'milk of human kindness', but largely steeped in St. Peter's 'gall of bitterness'; a crabbed old bachelor, or despairing old maid.

The peculiar talk deemed suitable for our profession is one proof of our mental imbecility in the eyes of the vulgar. Did you ever enter an evening company, and, on your calling being known, have these four interrogatories deliberately aimed at you by every soul with whom you came in contact? 1. You are teaching now? 2. How large a school have you? 3. Do you like teaching? 4. Are you going to teach all your life? Now, when these same persons meet a lawyer or a doctor, do they initiate the conversation by asking the first how he likes law and how many clients are filling his pocket-book; or the second, how he likes medicine, and how many patients are under his prescriptions? Never! Blackstone and Bell are left on the shelf, and topics of general interest are the staple of discussion: the rise of stocks, the progress of the war, the prospect for corn, the last new book. But the poor teacher's intellectual horizon is so limited, his mind is so childish, that these shrewd men and women of the world will not embarrass his modest incapacity by advancing items of such

public importance; the unfortunate creature does n't read papers or books, and a dose of any thing stronger than diluted grammar is more than its half-developed reason can bear.

How shall we overcome this conversational persecution? Just as I pen this query of despair, a remedy flashes upon me. Let us, immediately on receiving the fire of the four questions previously mentioned, turn a similar battery on the enemy. For instance: if a married lady assail you with the four fatal inquiries, answer in polite monosyllables, and then avenge yourself as follows: You are married now? How large a family have you? Do you like the connubial state? Are you going to live with your husband all your life?

A little ingenuity will adapt the queries to any circumstances of your inquisitor. The joke will, doubtless, at once operate, and all further curiosity be flanked by this strategic movement. Your interlocutor will be glad to change the discourse from catechetical anxiety about individual employment to themes of cosmopolitan interest, in which every sensible man or woman, even though a teacher, is willing and able to engage.

W. W. D.

Dixon, June.

PATERFAMILIAS, vs. INDIAN CLUBS AND CANNON BALLS.

OUR *Union* friend W. W. D., in an article in the June number of the *Teacher*, proposes various plans for restoring mind and body to a normal condition of vigor and health, after the daily wear and tear of the school-room. We heartily indorse so much as recommends ministering to the wants of soldiers' families; but, in stead of the Indian clubs and cannon balls, would substitute a plan that will beat them both, 'and more too'. Let W. W. D. (or any other bachelor pedagogue) avail himself of the first favorable opportunity to prove his 'Union' proclivities by taking a wife. That is the first item. Then let him set up his Lares in his own house, if possible; if not, in his own *hired* house. Let him secure also a piece of land, in which to exercise his skill in horticulture, and his outfit is complete. The subsequent *semi-occasional* advent of infant peds will not in any wise defeat this plan. The pedagogue who adopts it will not be troubled with that do-n't-know-what-to-do-with-yourself feeling. He can no longer be the victim of supreme bachelor selfishness, but must extend

his sympathies and interests over a wider area. Then, and not till then, will he become vested with the full dignity of social and civic citizenship. His mind will be diverted from the petty vexations which before so often haunted him after the close of his daily labors, by the necessity of providing for the comfort of his household. If he saw wood, it will be not only for exercise, but for economy; thus serving two purposes in stead of one.

The cultivation of ground is no insignificant item in this plan. Those who have had no experience can hardly conceive how much interest one feels in the progress of vegetation planted and raised by his own hand: how careful to guard it from the predatory excursions of cattle from without, bugs from above, and worms from beneath. What ripe satisfaction, too, in having vegetables and fruit fresh from the garden when wanted; and with what relish are they eaten, standing before him as the reward of his toil.

All this and much more might be urged in favor of this good old-fashioned plan. The one who adopts it will need no patent right Indian-club, cannon-ball stimulants. The experience of all who have given it a fair trial will substantiate what we have said.

Try it, W. W. D., or any other masculine celibate pedagogue.

PATERFAMILIAS.

WILLSON'S READERS.

DEAR SIR: It is the duty of the Superintendent of Public Instruction to 'recommend to County Superintendents such books as he may think advisable for text-books and for district school libraries'.

For this purpose we have examined several series of Readers, among them Willson's.

The author of this series has been long and favorably known through his 'School Histories', and we were prepared to find in the Readers what is claimed for them—superior excellences in their illustrations, in their selections, and in their simple presentation of valuable scientific truths.

The illustrations are excellent throughout, and we concede all that is claimed for this feature of the series. We present no objections to the First and Second Readers; but the other numbers, devoted principally to subjects which require the use of technical terms, are, we think, not suitable for reading-books in our common schools. The

attempt to popularize Chemistry, Geology, Mineralogy, and other branches of science usually assigned to the Junior and Senior classes in the collegiate course, presupposes greater intellectual development than is ordinarily found in our public schools. Lessons containing the nomenclature of these sciences are as unsuited for reading exercises as would be extracts from a work on Conic Sections or the Differential Calculus. Facts, formulas, and figures, *a la Gradgrind*,* are not appropriate for teaching the art of reading. Reading-lessons should embrace the greatest possible variety, and should present subjects that kindle enthusiasm, awaken the emotions, and afford expression for joy and sorrow, love and hatred, earnestness and pathos.

Teaching science is not the legitimate purpose of a reading-book. While the attention is fixed upon correctly pronouncing words and giving proper expression to sentences, the intellect can not be taxed to comprehend scientific truth; for it is an axiom that 'the mind can be intently fixed on but one thing at a time'. The plan adopted in these Readers we therefore consider unphilosophical and impracticable.

Moreover, we think placing scientific names in the 'head-notes' of lessons designed for children decidedly objectionable. If the pupil is to be introduced to a monkey as *Semnopithecus Melalophos*, and to a bat as *Vespertilio, Noveboracensis*, rules for Latin and Greek pronunciation should be appended; but if he is to give these names no attention, they should not be placed in the lesson, inducing the habit of 'skipping the hard words'.

We admit that a great amount of useful information is contained in these Readers, but so often above the capacity of the pupil that he will spell his way through in dull and lifeless tones.

The few lines from Saxe's 'Ride on the Rail', found in the lesson on the Steam-Engine, are better adapted to elocutionary instruction than would be an entire treatise on Natural Philosophy. Want of variety in rhetorical matter in the scientific divisions is in part compensated by the miscellaneous; but even here the didactic is too prominent. There are few examples of the dramatic, humorous, and pathetic.

These Readers are also strangely deficient in selections of senatorial eloquence. Two or three pages only are devoted to American statesmen and orators. The patriotic utterances of Clay, Everett, Sumner, Phillips, Gough, and others, whose eloquence has inspired thousands

* "Now, what I want is facts. Teach these boys and girls nothing but facts. Facts alone are wanted in life. Plant nothing else, and root out every thing else. Stick to facts." And Gradgrind, as he surveyed the children, seemed a kind of cannon, loaded to the muzzle with facts, and prepared to blow them clean out of the regions of childhood at one discharge.—*DICKENS*.

of our youth with a love of country, and a love for learning and for liberty, are crowded out by *facts* regarding the Palæotherium, the Anoplotherium, and *recipes* for making *Amygdaloid* and *good Breccia*.

But, while we object to these books as School Readers, we believe they will serve a useful purpose for libraries and families; and we cheerfully recommend them to school-officers making selections for district school libraries.

ORAN FAVILLE, Supt. Pub. Instruction.

The above, which we take from the June number of the *Iowa Instructor*, is Mr. Faville's reply to a request for his opinion of these Readers. In all respects save one it accords with our own views. We can not truly say the 'illustrations are excellent throughout'. Many of them are probably from old plates; and though some are fine, many give to the child an incorrect, and some even an absurd, idea of what is intended to be represented.

Much of the Fifth Reader is in type too fine to be used as constantly as a reading-book should be, without danger of permanent injury to the eye. The other books of the series are not open to this objection.

There are many evidences of extreme haste and carelessness in compiling, and marked inconsistencies in orthography, punctuation, and syllabication, throughout the series, which we might overlook in a first edition, but which are totally inexcusable in books so long before the public as these.

ONLY A BABY'S GRAVE.

ONLY a baby's grave!

Some foot or two, at the most,
Of star-daisied sod; yet I think that God
Knows what that little grave has cost.

Only a baby's grave!

To children even so small
That they sit there and sing — so small a thing
Seems scarcely a grave at all!

Only a baby's grave!

Strange how we moan and fret
For a little face that was here such a space —
O more strange could we forget!

Only a baby's grave !
Did we measure grief by this,
Few tears were shed on our baby dead :
I know how they fell on this.

Only a baby's grave !
Will the little life be much
Too small for his diadem
Whose kingdom is made of such.

Only a baby's grave !
Yet often we come and sit
By the little stone, and thank God to own
We are nearer Heaven for it !

G R A D E D S C H O O L S .

"We are glad the legislature has negatived the proposition of the board for introducing military drill into the schools. The experiment would have been of doubtful utility ; indeed, there are obvious and serious objections to it, chief of which is the distraction of attention and energy from the proper work of the school-room. If we need any thing in this line, it is a state military academy, where in a two- or three-years course our young men may be drilled for militia officers, in connection with other studies,—a school somewhat after the West-Point model, but of a lower grade.

"The report has very full statistical tables, giving the percentage of attendance on the schools in each town, and of the money raised for the support of schools. These tables afford means of comparison which may stimulate a laudable ambition in the towns. Too much is made of the matter of attendance, however, in all our schools. It is urged upon the children continually, and they often drag themselves to school when a prudent regard to health and subsequent progress requires that they should be absent. We find in the report no statistics of the studies pursued and the comparative progress made in the various schools. No doubt it would be difficult to give such an account of the schools of the state, but it is the only one that can show what we are really doing in education. What have our children learned at the age of ten, or fifteen, when most of them leave for the active duties of life? What amount of real and valuable knowledge do our best public schools succeed in imparting in these

five and ten most important years of life? What our poorest? What is the proportion of school-time given to language, to mathematics, to other studies? What to merely ornamental branches? And how may the courses of study be systematized and arranged so as to obtain the best results in the short ten years given to education? These are some of the matters we should like to see handled, and some of the objects we want to see made prominent. And the more so because we know that in the schools of Springfield and other places in the state many scholars are tied down to hopeless mediocrity by the absurd rule that every class must wait for its dullest members, and so the same ground is gone over and over again till the really studious and capable children become wearied and disgusted and lose all interest. Five days of the week are ostensibly devoted to the studies of the schools, but in some of them a whole day is given to 'general and trial exercises', often of little or no use, and thus the school-week is reduced to four days of six hours each. In some of the schools so much time is given to recitations that less than half of each session is left for study, and the scholars must either study at home or make little progress. It may be an old-fashioned notion, but we believe in real, close, consecutive study as the best means of intellectual discipline and valuable acquisition; and we think we see that much of the modern fancy-work introduced into our schools is an obstacle to all sound progress. It is often mentioned as surprising that in the country schools, where there are but three or six months' schooling in the year, scholars are often found who are ahead of the city boys and girls who attend school all the year round. There is no mystery about this, and it is not because the country girls and boys are smarter than those in the city: it is because they are permitted and encouraged to get on as fast as possible in their studies, are not kept back and tied down to the dull scholars in order to produce a uniform standard of mediocrity, and because their time is not wasted in needlessly elaborate recitations, or in mere fancy-work and nonsense."

Springfield Republican.

Is there any truth in such criticisms on our system of Graded Schools? I am not sure that there is not a great deal! We err in too much thoroughness! We try to make children comprehend things as clearly the first time they pass over them as after years of review.

How many times we have been mortified to find that in the course of a few weeks all our labored instruction on a certain point has been forgotten. I remember spending some time in teaching a class the

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyze an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

E. A. G.

S C H O O L E X E R C I S E S .

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{3}{4}$ and $\frac{7}{8}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 3 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $14\frac{3}{4}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

"By torch and trumpet fast arrayed,
Each horseman drew his battle-blade."

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

"I *some times* hold it *half a sin*
To *put* in words the grief I *feel*."

7. Write an adjective derived from each of the words *glory, haste, autumn, honor, hate*.

8. What are the roots of the derivative words in the sentence

"Carefully concealing his intentions, he quickly overcame all obstacles."

9. Correct the following sentences:

"He was one of the wisest men who has ever lived."

"If I was you, neither Charles or John would gain their object."

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Kosza.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

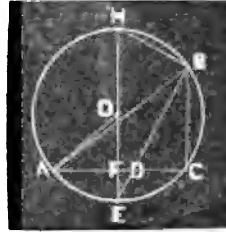
WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E . Then $AE=EC$, also $AF=FC$. Join E with the centre O , produce EO to H , and join AO and BH . We then have $AC=26$, $BD=23$, $EH=32$, $AO=16$, and $AF=13$. It is required to find AB and BC , also the area of the triangle ABC .



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$.
 $OF = \sqrt{87} = 9.327+$; $EF = EO - OF = 16 - 9.327+ = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387+$, and $DC = 10.613+$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387+ : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + ED^2$, or $AB \cdot BC = 163.30 + 529$, $= 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85+$. Hence $AB = \frac{692.30}{21.85} = 31.68+$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37+$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

1

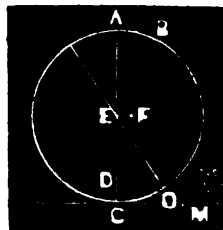
Diagram 8 will add 1. Diagram 1 will add $4+5+6=15$. Diagram 2 will add $11+12+13+14+15=65$. Diagram with 49 squares, $22+23+\dots+28=175$. These results form the following series: 1, 15, 65, 175, 369, 671, etc. Subtracting each number in the series from the one following, we have 14, 50, 110, 194, 302. Subtracting again, 36, 60, 84, 108. Again, 24, 24, 24; and finally, 0, 0, 0. It is only necessary to carry the series far enough to ascertain how many orders of difference will exist. I get but three: $D'=14$, $D''=36$, $D'''=24$; \therefore by formula for finding any required term of a given series where a represents 1st term, n the number of said term, we have

$$a + \frac{n-1}{1} D' + \frac{(n-1)(n-2)}{1.2} D'' + \frac{(n-1)(n-2)(n-3)}{1.2.3} D''' ,$$

and making substitutions, letting $a=1$, $n=50$ (since we are discussing squares formed on the odd numbers alone, and 99 is the 50th odd number), we get the answer 485199.

O. S. W.

85. Suppose the figure to represent an ordinary wagon-wheel resting on the ground. Let A represent the highest point of the circumference, C the lowest point, touching the ground, and E the axle of the wheel. O is another point in the circumference. Propel the wheel so that the point A shall describe the arc AB, and it will be found that, in the same time, C has only been elevated to D, while O will have reached M. It will also be noticed that the axle, E, has reached F.



It will at once be seen that this must be so, when we consider that the wheel is a combination of levers, of which AC is one, with the fulcrum at C, and the power applied at E. Hence A must move with greater velocity than C, otherwise E would not reach F; the wheel would not roll forward. Common observation verifies this when we see mud or water thrown from the highest part of the wheel with the greatest velocity. It may be urged that, according to this reasoning, the wheel must fall to pieces, since the spokes are firmly bound at fixed distances by the tire. The reply is, that the statement is made by losing sight of the important fact that the wheel is propelled; for the axle moves only because the difference of motion between A and C, or the leverage, is communicated to it. If the wheel be made to revolve while the axle is stationary, every part of the circumference will move with equal velocity, because no motion is communicated to the axle, every part retaining its own motion.

FINIE.

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Square [1], $x^4 + 2x^2y^2 + y^4 = 169 \dots [3]$. Subtract [2] from [3], $2x^2y^2 = 72 \dots [4]$. Dividing [4] by 2 and extracting root, $xy = 6 \dots [5]$. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced. O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13 \dots [3]$, and $a^4 - 4a^2n + 2n^2 = 97 \dots [4]$. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^2 + 97 = 0 \dots [5]$. From [3] we find $n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2 - 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0 \dots [6]$. Reducing, we have $a^4 - 26a^2 = -25 \dots [7]$, and $a^2 = 13 \pm \sqrt{169 - 25} = 144 = 12$, $a^2 = 25$, $a = 5$: hence $n = 6$, $x = 3$, and $y = 2$. M. J. V.

$x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6 \dots [3]$. Then [1] + twice [3] = $x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5 \dots [4]$. Combining [3] and [4], x and y each = 3 or 2. PUPILLUS.

Solved also by A. C. G.
90. $10\frac{1}{2}$ (the real number) : 10 (the supposed) :: 18 (the real) : $16\frac{1}{2}$ (the required). PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{1}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length. A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 18 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases? M. J. V.

98. 20 per cent. of $\frac{1}{2}$ of a number is how many per cent. of 2 times $\frac{1}{4}$ of $1\frac{1}{2}$ times the number? H. N. R.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed? J.—S M.—N.

100. Given $x^2 + y^2 = 35$, $x^3 + y^3 = 275$, to find x and y . M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun — not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city — a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be re-elected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why don't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD,—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—not Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go EAST.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the best speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoirdupois.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least *one* of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused — having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is — there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cer-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be limited by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 16th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-Fifth Annual Meeting will be held in Portland, Maine, at the New City Hall, on the 16th, 17th and 18th of August, 1884.

The Board of Directors will meet at the City Hall on the 16th, at eleven o'clock A.M.

The public exercises will be as follows:

Tuesday, August 16.—At half-past two o'clock P.M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's annual address.

At half-past three o'clock P.M., a lecture by J. N. Bartlett, Esq., of New Britain, Conn. Subject: 'Influence of School-Life upon the Character of the Scholar'.

At eight o'clock, P.M., a lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

Wednesday, August 17.—At nine o'clock A.M., a discussion. Subject: 'How may Parental Coöperation be best Secured?'

At eleven o'clock A.M., a lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At half-past two o'clock P.M., a lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: 'The Teacher an Agent and not a Servant'.

At half-past three o'clock P.M., a discussion. Subject: 'Should Examinations be conducted by the Teacher or Committee?'

At eight o'clock P.M., a lecture by J. S. Hart, LL.D., of the New-Jersey Normal School.

Thursday, August 18.—At nine o'clock A.M., a discussion. Subject: 'To what extent should Teachers render assistance to their Pupils?'

At eleven o'clock A.M., a lecture by Rev. E. B. Webb, of Boston, Mass.

At half-past two o'clock P.M., a lecture by Prof. P. A. Chadbourne, of Williams College. Subject: 'The Relations of Natural History to Education'.

At eight o'clock P.M., brief addresses by representatives from different states.
A. W. MASON, Secretary. CHARLES NORTHEEND, President.

MAINE.—The members of the Junior Class of Bangor Theological Seminary, with one exception, have volunteered in the service of the Christian Commission, and have gone to the front.

NEW HAMPSHIRE.—Three plans are proposed with regard to the State Agricultural College — to give to the Chandler Scientific Department of Dartmouth College the whole income of the grant made by Congress; to devote one-half or two-thirds in this way, and the rest to three agricultural farms in different parts of the state, with popular scientific lectures, agricultural publications, etc.; and to establish a separate and independent college.

Hanover and the friends of Dartmouth College are trying to get the new agricultural college hitched to that institution.

MASSACHUSETTS.—At the meeting of the Boston School Committee, June 14, J. D. Philbrick was reelected Superintendent, and W. E. Sheldon, of West-Newton, was elected Master of the Hancock School.

The State Association is to meet at Pittsfield Thanksgiving week.

The anniversary exercises at Mount Holyoke Seminary at South-Hadley were held July 21, and the annual address was delivered by Rev. Leonard Swain, D.D., of Providence, Rhode Island. The public examinations of the school occurred on the Tuesday forenoon before. This school was never in a more flourishing condition than now, the catalogue for the last year embracing 343 names.

The Adelphe Union Exhibition of Williams College took place on July 6, and Class Day came on July 7. The college has now 181 students—41 seniors, 49 juniors, 44 sophomores, and 41 freshmen. The editors for the twelfth volume of the *Williams Quarterly* are E. K. Goodell, M. J. Warner, George Hale, jr., J. S. Bane, and A. B. Lyons.

Commencement at the Catholic College of the Holy Cross, in Worcester, occurred July 6, eleven members graduating. The whole number in the college is over 100.

William C. Todd, who has been for ten years Principal of the Newburyport Female High School, resigned lately, and showed his affection for the school by presenting it \$500.

The 25th anniversary of the establishment of the first normal school in this country was celebrated at Framingham, July 1, by a large number of teachers and other friends of education. Rev. Samuel J. May, of Syracuse, N. Y., was the orator of the day; Rev. Eben S. Stearns, of Albany, gave an extended historical sketch of the rise and progress of the normal-school system in America, and there were numerous after-dinner speeches. The Framingham Normal School has 117 pupils.

Commencement at Tufts College, Somerville, occurred July 13. Seven students were graduated, and John H. Claffin, of Milford, delivered the salutatory, and Edward H. Clement, of Chelsea, the valedictory. The poem before the Mathematician Society was delivered by William Winter, of New York, and the oration by Rev. A. D. Mayo, of Cincinnati, upon the 'East and the West'. Honorary degrees were conferred as follows: D.D., Rev. James Partelow Weston, President of Lombard University, Galesburg, Illinois; A.M., Rev. Day Kellogg Lee, of Auburn, N. Y., and Rev. James Willington Putman, of Danvers.

The Normal school-house at Westfield has just been supplied with new furniture and new cases for specimens in natural history. The school already possesses, through the efforts of J. C. Greenough, a good collection of minerals, and by the energy and perseverance of J. G. Scott, one of the teachers of the school, assisted by some of the pupils, a fine collection of the birds of the region has been made during the past term. Besides this, a fine group of birds has been presented to the school by a young naturalist of Westfield. The school is now in a flourishing condition. The demand for teachers that have had a professional training there is now very much beyond the supply.

Amherst College, at its recent commencement, conferred upon Dr. Dio Lewis the honorary degree of Master of Arts.

RHODE ISLAND.—The pupils of the Woonsocket High School have recently held a Fair, the proceeds of which will be applied to secure a monument to Lieut. Pierce, the former principal of the school, who was killed at the battle of Newbern. The school-teachers of the state are also to contribute for this purpose. We trust a creditable monument may be reared to the memory of the gallant man who sacrificed position, honor and life for his country.

A Newport school-ma'am has been complained of to the authorities for making her refractory pupils hold aloes in their mouths for several hours. Some of the children have been severely sick in consequence.

CONNECTICUT.—The library of Yale College has just received from the Emperor of Russia a fac-simile copy of the celebrated Greek manuscript of the Holy Bible, found in 1859 at the Convent of St. Catharine, on Mount Sinai, by Dr. Tischendorf, well known as one of the most learned students and critics of the sacred texts. The New Testament is complete, but in the old Testament some books and parts of others are missing.

Wooden-spoon exhibition at Yale College was June 21. J. T. Ford, of Akron, Ohio, was selected as the 'spoon man' of the class of 1864, and T. J. Brown, of Philadelphia, made the presentation speech. The regular presentation exercises for the graduating class were June 22, J. W. Teal, of Durham, New York, delivering the class oration, and Walton W. Battershall, of Troy, New York, the poem. In the afternoon the class histories were read, the good-bys said, and the class ivy planted. At night the freshmen celebrated their approach to sophomoredom by as much of a 'pow-wow' as circumstances and the faculty would permit.

The graduates at Trinity (Hartford) College, July 7, were Joseph F. Ely, Rochester, New York (salutatorian); Philip S. Miller, Bedford, New York; Daniel S. Moore, Newtown, Long Island; W. A. M. Wainwright, New York; and Robert A. Benton, Little Rockfish, North Carolina (valedictorian). The degree of D.D. was conferred upon Rev. Robert B. Fairbairn, Rev. David H. Short, and Rev.

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyze an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

B. A. G.

SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{2}{3}$ and $\frac{1}{4}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 8 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $14\frac{3}{4}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

“By torch and trumpet fast arrayed,
Each horseman drew his battle-blade.”

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

“I *some times* hold it *half* a sin
To *put* in words the grief I *feel*.”

7. Write an adjective derived from each of the words *glory*, *haste*, *autumn*, *honor*, *hate*.

8. What are the roots of the derivative words in the sentence

“Carefully concealing his intentions, he quickly overcame all obstacles.”

9. Correct the following sentences:

“He was one of the wisest men who has ever lived.”

“If I was you, neither Charles or John would gain their object.”

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

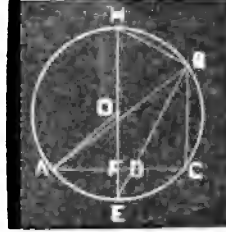
WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E. Then AE = EC, also AF = FC. Join E with the centre O, produce EO to H, and join AO and BH. We then have AC = 26, BD = 23, EH = 32, AO = 16, and AF = 13. It is required to find AB and BC, also the area of the triangle ABC.



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$.
 $OF = \sqrt{87} = 9.327 +$; $EF = EO - OF = 16 - 9.327 + = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387 +$, and $DC = 10.613 +$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387 + : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + ED^2$, or $AB \cdot BC = 163.30 + 529 = 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85 +$. Hence $AB = \frac{692.30}{21.85} = 31.68 +$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37 +$, square root nearly.

M. J. V.

88.

[1]			
8	1	6	
3	5	7	
4	9	2	

[2]					
17	24	1	8	15	
23	5	7	14	16	
4	6	13	20	22	
10	12	19	21	3	
11	18	25	2	9	

[3]	
1	

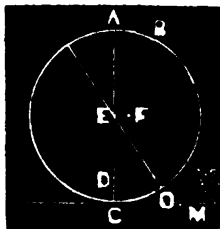
Diagram 3 will add 1. Diagram 1 will add $4+5+6=15$. Diagram 2 will add $11+12+13+14+15=65$. Diagram with 49 squares, $22+23+\dots+28=175$. These results form the following series: 1, 15, 65, 175, 369, 671, etc. Subtracting each number in the series from the one following, we have 14, 50, 110, 194, 302. Subtracting again, 36, 60, 84, 108. Again, 24, 24, 24; and finally, 0, 0, 0. It is only necessary to carry the series far enough to ascertain how many orders of difference will exist. I get but three: $D'=14$, $D''=36$, $D'''=24$; \therefore by formula for finding any required term of a given series where a represents 1st term, n the number of said term, we have

$$a + \frac{n-1}{1}D' + \frac{(n-1)(n-2)}{1.2}D'' + \frac{(n-1)(n-2)(n-3)}{1.2.3}D''',$$

and making substitutions, letting $a=1$, $n=50$ (since we are discussing squares formed on the odd numbers alone, and 99 is the 50th odd number), we get the answer 485199.

O. S. W.

85. Suppose the figure to represent an ordinary wagon-wheel resting on the ground. Let A represent the highest point of the circumference, C the lowest point, touching the ground, and E the axle of the wheel. O is another point in the circumference. Propel the wheel so that the point A shall describe the arc AB, and it will be found that, in the same time, C has only been elevated to D, while O will have reached M. It will also be noticed that the axle, E, has reached F.



It will at once be seen that this must be so, when we consider that the wheel is a combination of levers, of which AC is one, with the fulcrum at C, and the power applied at E. Hence A must move with greater velocity than C, otherwise E would not reach F; the wheel would not roll forward. Common observation verifies this when we see mud or water thrown from the highest part of the wheel with the greatest velocity. It may be urged that, according to this reasoning, the wheel must fall to pieces, since the spokes are firmly bound at fixed distances by the tire. The reply is, that the statement is made by losing sight of the important fact that the wheel is propelled; for the axle moves only because the difference of motion between A and C, or the leverage, is communicated to it. If the wheel be made to revolve while the axle is stationary, every part of the circumference will move with equal velocity, because no motion is communicated to the axle, every part retaining its own motion.

FINIE.

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Square [1], $x^4 + 2x^2y^2 + y^4 = 169 \dots [3]$. Subtract [2] from [3], $2x^2y^2 = 72 \dots [4]$. Dividing [4] by 2 and extracting root, $xy = 6 \dots [5]$. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced.

O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13 \dots [3]$, and $a^4 - 4a^2n + 2n^2 = 97 \dots [4]$. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^2 + 97 = 0 \dots [5]$. From [3] we find

$n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2 - 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0 \dots [6]$. Reducing, we have $a^4 - 26a^2 = -25 \dots [7]$, and $a^2 = 13 \pm \sqrt{169 - 25} = 144$, $a^2 = 12$, $a^2 = 25$, $a = 5$: hence $n = 6$, $x = 3$, and $y = 2$.

M. J. V.

$x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6 \dots [3]$. Then [1] + twice [3] $= x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5 \dots [4]$. Combining [3] and [4], x and y each = 3 or 2.

PUPILLUS.

Solved also by A. C. G.

90. $10\frac{1}{2}$ (the real number): 10 (the supposed) :: 18 (the real): $16\frac{1}{2}$ (the required).

PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{1}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length.

A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 13 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases?

M. J. V.

98. 20 per cent. of $\frac{1}{3}$ of a number is how many per cent. of 2 times $\frac{1}{4}$ of $1\frac{1}{2}$ times the number?

H. N. E.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed?

J.—S M.—N.

100. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 275$, to find x and y .

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun — not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city — a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be reelected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why do n't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your or that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go EAST.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdenburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the *best* speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoidrupois.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least *one* of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cor-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 15th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyse an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

E. A. G.

SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{2}{3}$ and $\frac{7}{8}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 3 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $1\frac{1}{4}\frac{3}{4}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

“By torch and trumpet fast arrayed,
Each horseman drew his battle-blade.”

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

“I *some times* hold it *half* a *sin*
To *put* in words the grief I *feel*.”

7. Write an adjective derived from each of the words *glory*, *haste*, *autumn*, *honor*, *hate*.

8. What are the roots of the derivative words in the sentence

“Carefully concealing his intentions, he quickly overcame all obstacles.”

9. Correct the following sentences:

“He was one of the wisest men who has ever lived.”

“If I was you, neither Charles or John would gain their object.”

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

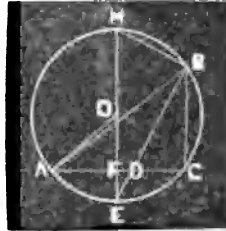
EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

•

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E. Then $AE = EC$, also $AF = FC$. Join E with the centre O, produce EO to H, and join AO and BH. We then have $AC = 26$, $BD = 23$, $EH = 32$, $AO = 16$, and $AF = 13$. It is required to find AB and BC, also the area of the triangle ABC.



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$. $OF = \sqrt{87} = 9.327+$; $EF = EO - OF = 16 - 9.327+, = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387+$, and $DC = 10.613+$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387+ : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + ED^2$, or $AB \cdot BC = 163.30 + 529$, $= 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85+$. Hence $AB = \frac{692.30}{21.85} = 31.68+$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37+$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

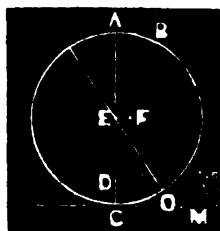
1

Diagram 3 will add 1. Diagram 1 will add $4+5+6=15$. Diagram 2 will add $11+12+13+14+15=65$. Diagram with 49 squares, $22+23+\dots+28=175$. These results form the following series: 1, 15, 65, 175, 369, 671, etc. Subtracting each number in the series from the one following, we have 14, 50, 110, 194, 302. Subtracting again, 36, 60, 84, 108. Again, 24, 24, 24; and finally, 0, 0, 0. It is only necessary to carry the series far enough to ascertain how many orders of difference will exist. I get but three: $D'=14$, $D''=36$, $D'''=24$; \therefore by formula for finding any required term of a given series where a represents 1st term, n the number of said term, we have

$$a + \frac{n-1}{1}D' + \frac{(n-1)(n-2)}{1.2}D'' + \frac{(n-1)(n-2)(n-3)}{1.2.3}D''' ,$$

and making substitutions, letting $a=1$, $n=50$ (since we are discussing squares formed on the odd numbers alone, and 99 is the 50th odd number), we get the answer 485199. O. S. W.

85. Suppose the figure to represent an ordinary wagon-wheel resting on the ground. Let A represent the highest point of the circumference, C the lowest point, touching the ground, and E the axle of the wheel. O is another point in the circumference. Propel the wheel so that the point A shall describe the arc AB, and it will be found that, in the same time, C has only been elevated to D, while O will have reached M. It will also be noticed that the axle, E, has reached F.



It will at once be seen that this must be so, when we consider that the wheel is a combination of levers, of which AC is one, with the fulcrum at C, and the power applied at E. Hence A must move with greater velocity than C, otherwise E would not reach F; the wheel would not roll forward. Common observation verifies this when we see mud or water thrown from the highest part of the wheel with the greatest velocity. It may be urged that, according to this reasoning, the wheel must fall to pieces, since the spokes are firmly bound at fixed distances by the tire. The reply is, that the statement is made by losing sight of the important fact that the wheel is propelled; for the axle moves only because the difference of motion between A and C, or the leverage, is communicated to it. If the wheel be made to revolve while the axle is stationary, every part of the circumference will move with equal velocity, because no motion is communicated to the axle, every part retaining its own motion. FINIE.

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Square [1], $x^4 + 2x^2y^2 + y^4 = 169 \dots [3]$. Subtract [2] from [3], $2x^2y^2 = 72 \dots [4]$. Dividing [4] by 2 and extracting root, $xy = 6 \dots [5]$. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced.

O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13 \dots [3]$, and $a^4 - 4a^2n + 2n^2 = 97 \dots [4]$. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^2 + 97 = 0 \dots [5]$. From [3] we find $n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2$

$- 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0 \dots [6]$. Reducing, we have $a^4 - 26a^2 = -25 \dots [7]$, and $a^2 = 13 \pm \sqrt{169 - 25} = 144 = 12$, $a^2 = 25$, $a = 5$: hence $n = 6$, $x = 3$, and $y = 2$.

M. J. V.

$x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6 \dots [3]$. Then [1] + twice [3] $= x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5 \dots [4]$. Combining [3] and [4], x and y each = 3 or 2.

PUPILLUS.

Solved also by A. C. G.

90. $10\frac{1}{2}$ (the real number) : 10 (the supposed) :: 18 (the real) : $16\frac{1}{2}$ (the required).

PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{1}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length.

A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 18 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases?

M. J. V.

98. 20 per cent. of $\frac{1}{2}$ of a number is how many per cent. of 2 times $\frac{1}{2}$ of $\frac{1}{2}$ times the number?

H. N. R.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed?

J.—S M.—N.

100. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 275$, to find x and y .

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun—not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city—a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be re-elected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why don't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go EAST.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the *best* speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoidupoia.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least one of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cor-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 16th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyze an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

E. A. G.

S C H O O L E X E R C I S E S .

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{3}{4}$ and $\frac{7}{8}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 8 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $1\frac{1}{4}\frac{3}{4}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

"By torch and trumpet fast arrayed,
Each horseman drew his battle-blade."

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

"I *some times* hold it *half* a sin
To *put* in words the grief I *feel*."

7. Write an adjective derived from each of the words *glory, haste, autumn, honor, hate*.

8. What are the roots of the derivative words in the sentence

"Carefully concealing his intentions, he quickly overcame all obstacles."

9. Correct the following sentences:

"He was one of the wisest men who has ever lived."

"If I was you, neither Charles or John would gain their object."

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

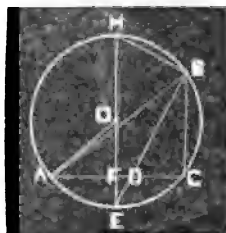
EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

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MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E. Then $AE = EC$, also $AF = FC$. Join E with the centre O, produce EO to H, and join AO and BH. We then have $AC = 26$, $BD = 23$, $EH = 32$, $AO = 16$, and $AF = 13$. It is required to find AB and BC, also the area of the triangle ABC.



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$.
 $OF = \sqrt{87} = 9.327 +$; $EF = EO - OF = 16 - 9.327 + = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387 +$, and $DC = 10.613 +$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387 + : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + ED^2$, or $AB \cdot BC = 163.30 + 529 = 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85 +$. Hence $AB = \frac{692.30}{21.85} = 31.68 +$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37 +$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	10
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

1

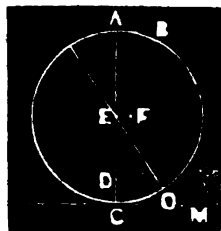
Diagram 3 will add 1. Diagram 1 will add $4+5+6=15$. Diagram 2 will add $11+12+13+14+15=65$. Diagram with 49 squares, $22+23+\dots+28=175$. These results form the following series: 1, 15, 65, 175, 369, 671, etc. Subtracting each number in the series from the one following, we have 14, 50, 110, 194, 302. Subtracting again, 36, 60, 84, 108. Again, 24, 24, 24; and finally, 0, 0, 0. It is only necessary to carry the series far enough to ascertain how many orders of difference will exist. I get but three: $D'=14$, $D''=36$, $D'''=24$; \therefore by formula for finding any required term of a given series where a represents 1st term, n the number of said term, we have

$$a + \frac{n-1}{1}D' + \frac{(n-1)(n-2)}{1.2}D'' + \frac{(n-1)(n-2)(n-3)}{1.2.3}D''' ,$$

and making substitutions, letting $a=1$, $n=50$ (since we are discussing squares formed on the odd numbers alone, and 99 is the 50th odd number), we get the answer 485199.

O. S. W.

85. Suppose the figure to represent an ordinary wagon-wheel resting on the ground. Let A represent the highest point of the circumference, C the lowest point, touching the ground, and E the axle of the wheel. O is another point in the circumference. Propel the wheel so that the point A shall describe the arc AB, and it will be found that, in the same time, C has only been elevated to D, while O will have reached M. It will also be noticed that the axle, E, has reached F.



It will at once be seen that this must be so, when we consider that the wheel is a combination of levers, of which AC is one, with the fulcrum at C, and the power applied at E. Hence A must move with greater velocity than C, otherwise E would not reach F; the wheel would not roll forward. Common observation verifies this when we see mud or water thrown from the highest part of the wheel with the greatest velocity. It may be urged that, according to this reasoning, the wheel must fall to pieces, since the spokes are firmly bound at fixed distances by the tire. The reply is, that the statement is made by losing sight of the important fact that the wheel is propelled; for the axle moves only because the difference of motion between A and C, or the leverage, is communicated to it. If the wheel be made to revolve while the axle is stationary, every part of the circumference will move with equal velocity, because no motion is communicated to the axle, every part retaining its own motion.

FINIE.

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Square [1], $x^4 + 2x^2y^2 + y^4 = 169 \dots [3]$. Subtract [2] from [3], $2x^2y^2 = 72 \dots [4]$. Dividing [4] by 2 and extracting root, $xy = 6 \dots [5]$. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced.

O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13 \dots [3]$, and $a^4 - 4a^2n + 2n^2 = 97 \dots [4]$. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^4 + 97 = 0 \dots [5]$. From [3] we find $n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2$

$- 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0 \dots [6]$. Reducing, we have $a^4 - 26a^2 = -25 \dots [7]$, and $a^2 = 13 \pm \sqrt{169 - 25} = 144, = 12, a^2 = 25, a = 5$: hence $n = 6, x = 3$, and $y = 2$.

M. J. V.

$x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6 \dots [3]$. Then [1] + twice [3] $= x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5 \dots [4]$. Combining [3] and [4], x and y each = 3 or 2.

PUPILLUS.

Solved also by A. C. G.

90. $10\frac{1}{2}$ (the real number): 10 (the supposed) :: 18 (the real): $16\frac{1}{2}$ (the required).

PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{1}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length.

A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 13 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases?

M. J. V.

98. 20 per cent. of $\frac{1}{2}$ of a number is how many per cent. of 2 times $\frac{1}{2}$ of $1\frac{1}{2}$ times the number?

H. N. R.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed?

J.—S M.—N.

100. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 275$, to find x and y .

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun—not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city—a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be reelected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why don't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go East.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the *best* speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpuena, celery, separation, portemonnaie, summit, vermillion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoidupolis.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least *one* of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cor-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 16th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyze an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Olark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

E. A. G.

SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{3}{4}$ and $\frac{7}{8}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 3 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $1\frac{9}{14}\frac{3}{4}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

"By torch and trumpet fast arrayed,
Each horseman drew his battle-blade."

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

"I *some times* hold it *half* a sin
To *put* in words the grief I *feel*."

7. Write an adjective derived from each of the words *glory*, *haste*, *autumn*, *honor*, *hate*.

8. What are the roots of the derivative words in the sentence

"Carefully concealing his intentions, he quickly overcame all obstacles."

9. Correct the following sentences:

"He was one of the wisest men who has ever lived."

"If I was you, neither Charles or John would gain their object."

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

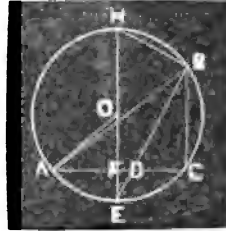
EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

•

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E . Then $AE=EC$, also $AF=FC$. Join E with the centre O , produce EO to H , and join AO and BH . We then have $AC=26$, $BD=23$, $EH=32$, $AO=16$, and $AF=13$. It is required to find AB and BC , also the area of the triangle ABC .



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$. $OF = \sqrt{87} = 9.327+$; $EF = EO - OF = 16 - 9.327+ = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387+$, and $DC = 10.613+$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387+ : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + BD^2$, or $AB \cdot BC = 163.30 + 529$, $= 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we

have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85+$. Hence $AB = \frac{692.30}{21.85} = 31.68+$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37+$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

1

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Square [1], $x^4 + 2x^2y^2 + y^4 = 169 \dots [3]$. Subtract [2] from [3], $2x^2y^2 = 72 \dots [4]$. Dividing [4] by 2 and extracting root, $xy = 6 \dots [5]$. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced.

O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13 \dots [3]$, and $a^4 - 4a^2n + 2n^2 = 97 \dots [4]$. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^2 + 97 = 0 \dots [5]$. From [3] we find $n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2 - 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0 \dots [6]$. Reducing, we have $a^4 - 26a^2 = -25 \dots [7]$, and $a^2 = 13 \pm \sqrt{169 - 25} = 144 = 12$, $a^2 = 25$, $a = 5$: hence $n = 6$, $x = 3$, and $y = 2$.

M. J. V.

$x^2 + y^2 = 13 \dots [1]$; $x^4 + y^4 = 97 \dots [2]$. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6 \dots [3]$. Then [1] + twice [3] = $x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5 \dots [4]$. Combining [3] and [4], x and y each = 3 or 2.

PUPILLUS.

Solved also by A. C. G.

90. $10\frac{1}{2}$ (the real number) : 10 (the supposed) :: 18 (the real) : $16\frac{1}{2}$ (the required).

PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{1}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length.

A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 13 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases?

M. J. V.

98. 20 per cent. of $\frac{1}{2}$ of a number is how many per cent. of 2 times $\frac{1}{4}$ of $1\frac{1}{2}$ times the number?

H. N. R.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed?

J.—S M—N.

100. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 275$, to find x and y .

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun—not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city—a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be re-elected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why don't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go East.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the best speller missed six words! the poorest, fourteen:

Sarcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celerity, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoidupois.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least one of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cor-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Roue's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 15th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

Only a baby's grave !
 Did we measure grief by this,
 Few tears were shed on our baby dead :
 I know how they fell on this.

Only a baby's grave !
 Will the little life be much
 Too small for his diadem
 Whose kingdom is made of such.

Only a baby's grave !
 Yet often we come and sit
 By the little stone, and thank God to own
 We are nearer Heaven for it !

G R A D E D S C H O O L S .

"WE are glad the legislature has negatived the proposition of the board for introducing military drill into the schools. The experiment would have been of doubtful utility ; indeed, there are obvious and serious objections to it, chief of which is the distraction of attention and energy from the proper work of the school-room. If we need any thing in this line, it is a state military academy, where in a two- or three-years course our young men may be drilled for militia officers, in connection with other studies,—a school somewhat after the West-Point model, but of a lower grade.

"The report has very full statistical tables, giving the percentage of attendance on the schools in each town, and of the money raised for the support of schools. These tables afford means of comparison which may stimulate a laudable ambition in the towns. Too much is made of the matter of attendance, however, in all our schools. It is urged upon the children continually, and they often drag themselves to school when a prudent regard to health and subsequent progress requires that they should be absent. We find in the report no statistics of the studies pursued and the comparative progress made in the various schools. No doubt it would be difficult to give such an account of the schools of the state, but it is the only one that can show what we are really doing in education. What have our children learned at the age of ten, or fifteen, when most of them leave for the active duties of life? What amount of real and valuable knowledge do our best public schools succeed in imparting in these

five and ten most important years of life? What our poorest? What is the proportion of school-time given to language, to mathematics, to other studies? What to merely ornamental branches? And how may the courses of study be systematized and arranged so as to obtain the best results in the short ten years given to education? These are some of the matters we should like to see handled, and some of the objects we want to see made prominent. And the more so because we know that in the schools of Springfield and other places in the state many scholars are tied down to hopeless mediocrity by the absurd rule that every class must wait for its dullest members, and so the same ground is gone over and over again till the really studious and capable children become wearied and disgusted and lose all interest. Five days of the week are ostensibly devoted to the studies of the schools, but in some of them a whole day is given to 'general and trial exercises', often of little or no use, and thus the school-week is reduced to four days of six hours each. In some of the schools so much time is given to recitations that less than half of each session is left for study, and the scholars must either study at home or make little progress. It may be an old-fashioned notion, but we believe in real, close, consecutive study as the best means of intellectual discipline and valuable acquisition; and we think we see that much of the modern fancy-work introduced into our schools is an obstacle to all sound progress. It is often mentioned as surprising that in the country schools, where there are but three or six months' schooling in the year, scholars are often found who are ahead of the city boys and girls who attend school all the year round. There is no mystery about this, and it is not because the country girls and boys are smarter than those in the city: it is because they are permitted and encouraged to get on as fast as possible in their studies, are not kept back and tied down to the dull scholars in order to produce a uniform standard of mediocrity, and because their time is not wasted in needlessly elaborate recitations, or in mere fancy-work and nonsense."

Springfield Republican.

Is there any truth in such criticisms on our system of Graded Schools? I am not sure that there is not a great deal! We err in too much thoroughness! We try to make children comprehend things as clearly the first time they pass over them as after years of review.

How many times we have been mortified to find that in the course of a few weeks all our labored instruction on a certain point has been forgotten. I remember spending some time in teaching a class the

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyse an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does not it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

H. A. G.

SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1884. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{3}{4}$ and $\frac{1}{5}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 8 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $1\frac{7}{8}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

"By torch and trumpet fast arrayed,
Each horseman drew his battle-blade."

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

"I *sometimes* hold it *half* a *sin*
To *put* in words the grief I *feel*."

7. Write an adjective derived from each of the words *glory*, *haste*, *autumn*, *honor*, *hate*.

8. What are the roots of the derivative words in the sentence

"Carefully concealing his intentions, he quickly overcame all obstacles."

9. Correct the following sentences:

"He was one of the wisest men who has ever lived."

"If I was you, neither Charles or John would gain their object."

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

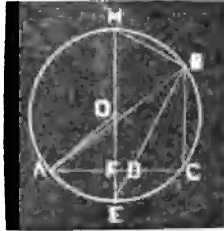
WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E. Then $AE = EC$, also $AF = FC$. Join E with the centre O, produce EO to H, and join AO and BH. We then have $AC = 26$, $BD = 23$, $EH = 32$, $AO = 16$, and $AF = 13$. It is required to find AB and BC, also the area of the triangle ABC.



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$. $OF = \sqrt{87} = 9.327 +$; $EF = EO - OF = 16 - 9.327 + = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387 +$, and $DC = 10.613 +$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387 + : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + BD^2$, or $AB \cdot BC = 163.30 + 529$, $= 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85 +$. Hence $AB = \frac{692.30}{21.85} = 31.68 +$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37 +$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

1

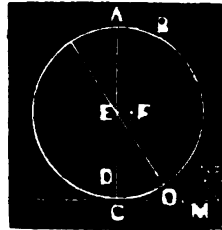
Diagram 3 will add 1. Diagram 1 will add $4+5+6=15$. Diagram 2 will add $11+12+13+14+15=65$. Diagram with 49 squares, $22+23+\dots+28=175$. These results form the following series: 1, 15, 65, 175, 369, 671, etc. Subtracting each number in the series from the one following, we have 14, 50, 110, 194, 302. Subtracting again, 36, 60, 84, 108. Again, 24, 24, 24; and finally, 0, 0, 0. It is only necessary to carry the series far enough to ascertain how many orders of difference will exist. I get but three: $D'=14$, $D''=36$, $D'''=24$; \therefore by formula for finding any required term of a given series where a represents 1st term, n the number of said term, we have

$$a + \frac{n-1}{1} D' + \frac{(n-1)(n-2)}{1.2} D'' + \frac{(n-1)(n-2)(n-3)}{1.2.3} D''' ,$$

and making substitutions, letting $a=1$, $n=50$ (since we are discussing squares formed on the odd numbers alone, and 99 is the 50th odd number), we get the answer 485199.

O. S. W.

85. Suppose the figure to represent an ordinary wagon-wheel resting on the ground. Let A represent the highest point of the circumference, C the lowest point, touching the ground, and E the axle of the wheel. O is another point in the circumference. Propel the wheel so that the point A shall describe the arc AB, and it will be found that, in the same time, C has only been elevated to D, while O will have reached M. It will also be noticed that the axle, E, has reached F.



It will at once be seen that this must be so, when we consider that the wheel is a combination of levers, of which AC is one, with the fulcrum at C, and the power applied at E. Hence A must move with greater velocity than C, otherwise E would not reach F; the wheel would not roll forward. Common observation verifies this when we see mud or water thrown from the highest part of the wheel with the greatest velocity. It may be urged that, according to this reasoning, the wheel must fall to pieces, since the spokes are firmly bound at fixed distances by the tire. The reply is, that the statement is made by losing sight of the important fact that the wheel is propelled; for the axle moves only because the difference of motion between A and C, or the leverage, is communicated to it. If the wheel be made to revolve while the axle is stationary, every part of the circumference will move with equal velocity, because no motion is communicated to the axle, every part retaining its own motion.

FINIE.

Charles D. Gregory sends essentially the same solution, with the additional statement that in a wheel of 4ft. 6in. diameter the point farthest from the ground moves 24 times as fast as the point resting on the ground.

89. $x^2 + y^2 = 13$...[1]; $x^4 + y^4 = 97$...[2]. Square [1], $x^4 + 2x^2y^2 + y^4 = 169$...[3]. Subtract [2] from [3], $2x^2y^2 = 72$...[4]. Dividing [4] by 2 and extracting root, $xy = 6$...[5]. Doubling [5], adding to [1], and extracting root, $x + y = 5$. Subtracting from [1] and extracting root, $x - y = 1$: whence the values 3 and 2, or 2 and 3, are easily deduced.

O. S. W.

Let $x + y = a$, and $xy = n$. Then we have $a^2 - 2n = 13$...[3], and $a^4 - 4a^2n + 2n^2 = 97$...[4]. Multiplying [3] by $2a^2$ and subtracting [4] from it, we have $a^4 - 26a^2 - 2n^2 + 97 = 0$...[5]. From [3] we find $n = \frac{a^2 - 13}{2}$, and substituting this value of n in [5], we have $a^4 - 26a^2$

$- 2\left(\frac{a^2 - 13}{2}\right)^2 + 97 = 0$...[6]. Reducing, we have $a^4 - 26a^2 = -25$...[7], and $a^2 = 13 \pm \sqrt{169 - 25} = 144 = 12$, $a^2 = 25$, $a = 5$: hence $n = 6$, $x = 3$, and $y = 2$.

M. J. V.

$x^2 + y^2 = 13$...[1]; $x^4 + y^4 = 97$...[2]. Squaring [1], subtracting [2] from the result, reducing, and extracting root, $xy = \pm 6$...[3]. Then [1] + twice [3] = $x^2 + 2xy + y^2 = 25$. $\therefore x + y = 5$...[4]. Combining [3] and [4], x and y each = 3 or 2.

PUPILLUS.

Solved also by A. C. G.

90. $10\frac{1}{2}$ (the real number): 10 (the supposed) :: 18 (the real): $16\frac{1}{2}$ (the required).

PUPILLUS.

Also by O. S. W.

91. If the capacity of the vessel be $4\frac{1}{2}$ cubic feet and its depth 1ft., the area of its larger face will be $4\frac{1}{2}$ square feet. This area being twice as long as broad, one-half of it (which would be in square form) would contain $\frac{3}{2}$ sq. ft. The square root of this, or $1\frac{1}{2}$ ft., is the width of the vessel. Doubling this we have 3 feet, the length.

A. L.

Also by Pupillus, O. S. W., and A. C. G.

PROBLEMS.—97. If 5 horses and 12 oxen, or 9 oxen and $15\frac{1}{2}$ cows, or 9 cows and $30\frac{1}{2}$ colts, or 5 horses and 27 colts, can eat the grass and what grows on 5 acres in 7 weeks; and 7 horses, 11 oxen, 13 cows, and 17 colts, in like manner, can eat the grass and what grows on 15 acres in 12 weeks, how many sheep would eat the grass and what grows on 25 acres in 18 weeks, provided 210 sheep eat as much as 7 horses, 13 oxen, 6 cows, and 9 colts, the grass growing uniformly in all cases?

M. J. V.

98. 20 per cent. of $\frac{1}{2}$ of a number is how many per cent. of 2 times $\frac{1}{4}$ of $1\frac{1}{2}$ times the number?

H. N. R.

99. Suppose I have \$350 insured to California, thence to Spain, thence home, at 10 per cent. the voyage round, what per cent. ought the insurer to receive if but one-third of the voyage be performed?

J.—S M.—N.

100. Given $x^2 + y^2 = 35$, $x^4 + y^4 = 275$, to find x and y .

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do n't know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun—not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city—a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be re-elected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why do n't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go EAST.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the best speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoirdupois.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least one of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cer-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 16th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-Fifth Annual Meeting will be held in Portland, Maine, at the New City Hall, on the 16th, 17th and 18th of August, 1864.

The Board of Directors will meet at the City Hall on the 16th, at eleven o'clock A.M.

The public exercises will be as follows:

Tuesday, August 16.—At half-past two o'clock P.M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's annual address.

At half-past three o'clock P.M., a lecture by J. N. Bartlett, Esq., of New Britain, Conn. Subject: 'Influence of School-Life upon the Character of the Scholar'.

At eight o'clock, P.M., a lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

Wednesday, August 17.—At nine o'clock A.M., a discussion. Subject: 'How may Parental Coöperation be best Secured?'

At eleven o'clock A.M., a lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At half-past two o'clock P.M., a lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: 'The Teacher an Agent and not a Servant'.

At half-past three o'clock P.M., a discussion. Subject: 'Should Examinations be conducted by the Teacher or Committee?'

At eight o'clock P.M., a lecture by J. S. Hart, LL.D., of the New-Jersey Normal School.

Thursday, August 18.—At nine o'clock A.M., a discussion. Subject: 'To what extent should Teachers render assistance to their Pupils?'

At eleven o'clock A.M., a lecture by Rev. E. B. Webb, of Boston, Mass.

At half-past two o'clock P.M., a lecture by Prof. P. A. Chadbourne, of Williams College. Subject: 'The Relations of Natural History to Education'.

At eight o'clock P.M., brief addresses by representatives from different states.

A. W. MASON, Secretary.

CHARLES NORTHBEND, President.

MAINE.—The members of the Junior Class of Bangor Theological Seminary, with one exception, have volunteered in the service of the Christian Commission, and have gone to the front.

NEW HAMPSHIRE.—Three plans are proposed with regard to the State Agricultural College — to give to the Chandler Scientific Department of Dartmouth College the whole income of the grant made by Congress; to devote one-half or two-thirds in this way, and the rest to three agricultural farms in different parts of the state, with popular scientific lectures, agricultural publications, etc.; and to establish a separate and independent college.

Hanover and the friends of Dartmouth College are trying to get the new agricultural college hitched to that institution.

MASSACHUSETTS.—At the meeting of the Boston School Committee, June 14, J. D. Philbrick was reelected Superintendent, and W. E. Sheldon, of West-Newton, was elected Master of the Hancock School.

The State Association is to meet at Pittsfield Thanksgiving week.

The anniversary exercises at Mount Holyoke Seminary at South-Hadley were held July 21, and the annual address was delivered by Rev. Leonard Swain, D.D., of Providence, Rhode Island. The public examinations of the school occurred on the Tuesday forenoon before. This school was never in a more flourishing condition than now, the catalogue for the last year embracing 343 names.

The Adelpic Union Exhibition of Williams College took place on July 6, and Class Day came on July 7. The college has now 181 students—41 seniors, 49 juniors, 44 sophomores, and 41 freshmen. The editors for the twelfth volume of the *Williams Quarterly* are E. K. Goodell, M. J. Warner, George Hale, jr., J. S. Bane, and A. B. Lyons.

Commencement at the Catholic College of the Holy Cross, in Worcester, occurred July 6, eleven members graduating. The whole number in the college is over 100.

William C. Todd, who has been for ten years Principal of the Newburyport Female High School, resigned lately, and showed his affection for the school by presenting it \$500.

The 25th anniversary of the establishment of the first normal school in this country was celebrated at Framingham, July 1, by a large number of teachers and other friends of education. Rev. Samuel J. May, of Syracuse, N. Y., was the orator of the day; Rev. Eben S. Stearns, of Albany, gave an extended historical sketch of the rise and progress of the normal-school system in America, and there were numerous after-dinner speeches. The Framingham Normal School has 117 pupils.

Commencement at Tufts College, Somerville, occurred July 13. Seven students were graduated, and John H. Claffin, of Milford, delivered the salutatory, and Edward H. Clement, of Chelsea, the valedictory. The poem before the Mathematician Society was delivered by William Winter, of New York, and the oration by Rev. A. D. Mayo, of Cincinnati, upon the 'East and the West'. Honorary degrees were conferred as follows: D.D., Rev. James Partelow Weston, President of Lombard University, Galesburg, Illinois; A.M., Rev. Day Kellogg Lee, of Auburn, N. Y., and Rev. James Willington Putman, of Danvers.

The Normal school-house at Westfield has just been supplied with new furniture and new cases for specimens in natural history. The school already possesses, through the efforts of J. C. Greenough, a good collection of minerals, and by the energy and perseverance of J. G. Scott, one of the teachers of the school, assisted by some of the pupils, a fine collection of the birds of the region has been made during the past term. Besides this, a fine group of birds has been presented to the school by a young naturalist of Westfield. The school is now in a flourishing condition. The demand for teachers that have had a professional training there is now very much beyond the supply.

Amherst College, at its recent commencement, conferred upon Dr. Dio Lewis the honorary degree of Master of Arts.

RHODE ISLAND.—The pupils of the Woonsocket High School have recently held a Fair, the proceeds of which will be applied to secure a monument to Lieut. Pierce, the former principal of the school, who was killed at the Battle of Newbern. The school-teachers of the state are also to contribute for this purpose. We trust a creditable monument may be reared to the memory of the gallant man who sacrificed position, honor and life for his country.

A Newport school-ma'am has been complained of to the authorities for making her refractory pupils hold aloes in their mouths for several hours. Some of the children have been severely sick in consequence.

CONNECTICUT.—The library of Yale College has just received from the Emperor of Russia a fac-simile copy of the celebrated Greek manuscript of the Holy Bible, found in 1859 at the Convent of St. Catharine, on Mount Sinai, by Dr. Tischendorf, well known as one of the most learned students and critics of the sacred texts. The New Testament is complete, but in the old Testament some books and parts of others are missing.

Wooden-spoon exhibition at Yale College was June 21. J. T. Ford, of Akron, Ohio, was selected as the 'spoon man' of the class of 1864, and T. J. Brown, of Philadelphia, made the presentation speech. The regular presentation exercises for the graduating class were June 22, J. W. Teal, of Durham, New York, delivering the class oration, and Walton W. Battershall, of Troy, New York, the poem. In the afternoon the class histories were read, the good-bys said, and the class ivy planted. At night the freshmen celebrated their approach to sophomoredom by as much of a 'pow-wow' as circumstances and the faculty would permit.

The graduates at Trinity (Hartford) College, July 7, were Joseph F. Ely, Rochester, New York (salutatorian); Philip S. Miller, Bedford, New York; Daniel S. Moore, Newtown, Long Island; W. A. M. Wainwright, New York; and Robert A. Benton, Little Rockfish, North Carolina (valedictorian). The degree of D.D. was conferred upon Rev. Robert B. Fairbairn, Rev. David H. Short, and Rev.

reason for inverting the divisor in division of fractions. All understood and could talk about the subject fluently. A few weeks passed away, and it was reached in review. Not a scholar could give a passable explanation, to say nothing of a demonstration. It is easy to say that the difficulty in this case arose from the fact that they did not thoroughly master the subject. But that, in my opinion, is not the true solution. They were not prepared to grasp the demonstration. The power of abstract reasoning had not been sufficiently developed.

We drill too much on the minutiae, while the weightier matters are neglected. It is of vastly more importance that a scholar should be a ready accountant than that he should analyze an example according to a set formula. It is of much greater practical utility that he should be able to write a good grammatical letter than that he should give a written analysis of a sentence according to Greene or Clark.

Again, in grading schools, does n't it too often happen that scholars are kept back 'to produce a uniform standard of mediocrity'? A pupil may have decided ability in mathematics and yet be a dunce in language, or *vice versa*. Now is it justice to keep him back in the one until he brings up the other? And yet this is the practical effect of *strict* grading.

Do not understand me as opposing graded schools: in our cities we can have nothing else. Grades are just as necessary as classes where there are a large number of scholars. But, as in teaching, so in grading, we should have no 'cast-iron methods'. If a scholar is prepared to advance, let us be sure that he does not stand still.

E. A. G.

SCHOOL EXERCISES.

QUESTIONS SUBMITTED TO CANDIDATES FOR ADMISSION TO THE CHICAGO HIGH SCHOOL,
JUNE 30, 1864. PER CENT. REQUIRED FOR ADMISSION 62.

ARITHMETIC.—1. The difference between $\frac{2}{3}$ and $\frac{1}{4}$ of a number is 10. What is the number?

2. In a school 5 per cent. of the pupils are always absent, and the attendance is 570. How many names are on the roll?

3. How do you find true discount?

4. My horse, wagon, and harness, together, are worth \$169. The wagon is worth four times as much as the harness, and the horse is worth twice as much as the wagon. What is the value of each?

5. What is the cost of painting a wall 14 feet by $9\frac{1}{2}$ feet, except a fire-place 4 feet 6 inches by 8 feet 10 inches, at 18 cents a square yard?

6. Give the rules for pointing in multiplication and division of decimals.

7. If the ridge of a building is 8 feet above the beams, and the building is 32 feet wide, what is the length of the rafters?

8. What is the cube root of $1\frac{9}{16}$?

9. I lend my neighbor \$200 for six months. How long ought he to lend me \$1,000 at the same rate to balance the favor?

10. Reduce one-millionth of a mile, long measure, to the fraction of an inch, expressing the result in its lowest terms.

GRAMMAR.—1. Define a simple and a compound sentence.

2. Analyze

"By torch and trumpet fast arrayed,
Each horseman drew his battle-blade."

3. Give the different uses of *that*, and illustrate each of them.

4. Name the different classes of adjective-pronouns.

5. Inflect the second-future indicative of *bring*, in the active voice.

6. Parse the italicized words in the sentence

"I *some times* hold it *half* a *sin*
To *put* in words the grief I *feel*."

7. Write an adjective derived from each of the words *glory*, *haste*, *autumn*, *honor*, *hate*.

8. What are the roots of the derivative words in the sentence

"Carefully concealing his intentions, he quickly overcame all obstacles."

9. Correct the following sentences:

"He was one of the wisest men who has ever lived."

"If I was you, neither Charles or John would gain their object."

10. What is meant by the case of nouns, and how is each of the cases shown? How do we determine the case of adjectives?

HISTORY.—1. The first settlement of Delaware.

2. Braddock's defeat.

3. The chief cause of the Revolution.

4. When was the Constitution of the United States adopted, and when was the government organized under it?

5. The object and result of the Seminole War.

6. The Wilmot Proviso.

7. The death of Lady Jane Grey.

8. Martin Koszta.

9. Name the first five Presidents, and state how long each remained in office.

10. When did Illinois become a separate territory, and when was it admitted as a state?

GEOGRAPHY.—1. What states of the eastern continent are crossed by the parallel of Chicago?

2. What states are drained by the Ohio river and its branches?

3. Describe the mountain system of South America.

4. What are the principal productions of Spain?

5. Bound Bolivia.

6. Name the five principal cities of France, and give their situation.

7. What waters must be crossed in sailing from the Crimea to London?

8. Which are the principal silk-growing countries?

9. Name the peninsulas of Europe.

10. Name the five longest rivers in the world.

SPELLING.—Religious, eighteen, idly, always, image, stratagem, medicine, instantaneous, chapel, politician, balance, weapon, treacherous, oozing, pursuit, exhibited, asunder, gazette, outrageous.

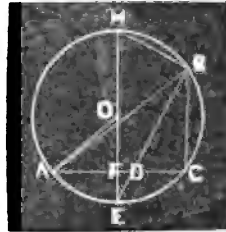
WHAT AN EDUCATED MAN OUGHT TO KNOW.—Ruskin says: An educated man ought to know three things: First, where he is, that is to say, what sort of a world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going, that is to say, what chances or reports there are of any other world besides this; what seems to be the nature of that other world. Thirdly, what he had best do under the circumstances, that is to say, what kind of faculty he possesses; what are the present state and wants of mankind; what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has his will so subdued, in the learning of them, that he is ready to do what he knows he ought, is an *educated* man; and the man who knows them not is *uneducated*, though he could talk all the tongues of Babel.

EDUCATION does not consist, as some would have it, in cramming the intellect with words and sentences which it can not comprehend, but in the proper development of the innate powers of the mind.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

SOLUTIONS.—84. Let ABC in the figure denote the given triangular park, AC the given side, and BD the bisecting line. Produce BD to meet the circumscribing circle in the point E. Then $AE = EC$, also $AF = FC$. Join E with the centre O, produce EO to H, and join AO and BH. We then have $AC = 26$, $BD = 23$, $EH = 32$, $AO = 16$, and $AF = 13$. It is required to find AB and BC, also the area of the triangle ABC.



We have $OF^2 = AO^2 - AF^2 = (AO + AF)(AO - AF) = 29 \times 3 = 87$. $OF = \sqrt{87} = 9.327 +$; $EF = EO - OF = 16 - 9.327 + = 6.673$. Let $ED = x$. We then have $ED : EF :: EH : EB$, or $x : 6.673 :: 32 : x + 23$, or $x^2 + 23x = 213.536$, or $x = 7.10$ nearly. Now $AD \cdot DC = ED \cdot DB$, or $AD \cdot DC = 7.10 \times 23 = 163.30$. Put $AD + DC = 26 \dots [1]$, and $AD \cdot DC = 163.30 \dots [2]$. From the square of [1] subtract 4 times [2], and extract square root of the difference, and we have $AD - DC = 4.775 + \dots [3]$. One-half of the sum and one-half the difference of [1] and [3] gives $AD = 15.387 +$, and $DC = 10.613 +$. We have also $AB : BC :: AD : DC$, or $AB : BC :: 15.387 + : 10.613$, or $10.613AB = 15.387BC$. We also have $AB \cdot BC = AD \cdot DC + BD^2$, or $AB \cdot BC = 163.30 + 529$, $= 692.30$, or $AB = \frac{692.30}{BC} \dots [5]$. Substituting value of AB in [4], we have $10.613 \left(\frac{692.30}{BC} \right) = 15.387BC$, or $BC^2 = 477.81$, and $BC = 21.85 +$. Hence $AB = \frac{692.30}{21.85} = 31.68 +$. To find the area of ABC we apply the formula "From one-half the sum of the sides of the triangle take each side separately: the square root of the product of the several remainders into half the sum of the sides will give the area." Thus $\sqrt{(8.08 \times 17.91 \times 13.76 \times 39.76)} = 281.37 +$, square root nearly.

M. J. V.

88.

[1]

8	1	6
3	5	7
4	9	2

[2]

17	24	1	8	15
23	5	7	14	16
4	6	13	20	22
10	12	19	21	3
11	18	25	2	9

[3]

1

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY.—The Chicago Schools have been running after a Superintendent. The system has been in operation we do not know how many years. It has been lauded in public addresses at dedications, anniversaries, and other public occasions, as being the best under the sun—not excepting that of the 'Hub'. A vacancy occurs. Straightway there is a great commotion, and all eyes are strained East, North, South, and West, for the man large enough to fill the place. An august member takes a trip East to find some one, and even tries to tempt the hub of the schools of the Hub to try a western climate. On his return a meeting is held for discussion. Strange to say, the conclusion arrived at is that no man in the City of Chicago or State of Illinois is competent to fill the position. Gentlemen are spoken of from Maine, New Hampshire, Vermont, New York, Massachusetts, Ohio, Wisconsin, Iowa, and Michigan, but no 'Sucker' possesses endowments or attainments sufficient to qualify him for the post. Chicago must import a Superintendent.

On this point the *Chicago Journal* pertinently remarks "That our readers may not be led to hasty and erroneous conclusions from this action or non-action of the Board of Education, we will take occasion to say that nothing could be more at variance with facts than the implied verdict of the Solons above referred to. In Chicago there are scores of men who have graduated with the very highest honors from the best institutions of learning in this and foreign countries; men whose intellectual attainments and capacity are second to none. We have men here, who make no professions or noise about it, who have graced the presidential chairs of leading colleges; and yet we have no body competent to superintend the running of our public schools, if the opinion of the Board of Education is good for aught."

And so at a subsequent meeting Hon. J. L. Pickard, State Superintendent of Wisconsin, is elected to fill the vacancy.

We remark simply that if in all these years Chicago could not produce a Superintendent, the school-system is some where radically wrong. That she could easily have done so is undeniable; so that going outside the city for a Superintendent was insulting and degrading to the competent men whose years of faithful service in the city schools attest their fitness for the position.

HON. J. L. PICKARD.—At a meeting of the Board of Education, July 25, this gentleman was unanimously elected Superintendent of the Chicago Schools, at a salary of \$2,500 a year. The election was made without the knowledge of Mr. Pickard, and it is therefore a matter of some doubt whether he will resign a state office for a subordinate one in a city—a doubt, very likely, only to be dispelled by a matter of salary. If the Badgers do not pay \$2,500 a year, they will undoubtedly lose their man.

Should he decide to come, he will receive a hearty welcome from the Illinois teachers, with whom, through his attendance at our state meetings, he is already a favorite. Of his qualifications there can be no doubt. A writer in the *American Journal of Education* says "His preparation for college was at the academy in Lewiston, Me., studying winters and working during the summers upon his father's farm. Entering Bowdoin College the second term of the sophomore year, he graduated in 1844. He had taught a public school in Minot, Maine, in the winter of 1842-3; and immediately after leaving college took charge of North-Conway Academy in New Hampshire, where he remained until December, 1845. He then

removed to Elizabeth, Jo Daviess county, Illinois, and in November, 1846, to Platteville, Grant county, Wisconsin, where he took charge of a newly-organized academy, and remained until December, 1859, a period of thirteen years.

"Mr. Pickard opened the academy at Platteville, in 1846, with five students, and left it with an attendance of nearly two hundred; and in all, more than twelve hundred different pupils were under his instruction, a large number pursuing the regular course of study; while the institution has so long been a nursery of teachers for the common schools. But a severe attack of illness in 1859, followed by a prostration of the nervous system, compelled a change of occupation. Accepting, therefore, a nomination for the office of State Superintendent of Schools, he was elected in November, 1859, and entered upon his duties on the first of January following."

A PLEASANT POSITION.—A situation in the Chicago schools is getting to be very desirable. The principal of one of the schools, with a successful experience of five or six years in the same school, came very near failing to be re-elected at the late meeting simply because he is a contributor to the *Teacher*. No complaint was made of his teaching, nothing against him as a disciplinarian, nothing as a man. But, he writes some times for the *Teacher*, and therefore, of course, is in sympathy with the turbulent spirits other wheres referred to. So the Superintendent rose to vouch for him. Not sufficient. To carry his election, it was necessary to state that he was merely a contributor, and that he not only did not sympathize with our remarks as editor, but condemned them. (Ah, but!) So he was elected, *with but one dissenting vote*. And he the author of those resolutions! O tempora! O mores! Let us all eat dirt!

ANOTHER TEACHER IN THE ARMY.—Mr. A. M. Gow, Superintendent of Schools at Rock Island, and lately Editor of the *Teacher*, has been commissioned as major of a colored regiment.

POLITICS IN THE SCHOOLS.—We have heard over much in the last two years about politics in the schools, especially about politics in the schools of Chicago. There has been hardly an institute or a Board meeting in which, in one way or another, the subject has not been brought up. The late Superintendent took every opportunity to advert to the subject in public and in private, and he even felt moved to devote a portion of his report to the subject, in an article styled 'Partisanship and Patriotism', to which we have heretofore adverted. This article has been extensively copied by the educational journals, and is really very pretty reading for those who do not understand the circumstances under which it was written, and the motive that produced it.

We did not intend to allude to the subject again, but recent events have thrust it so upon us as to render a brief reference on the defensive necessary. Politics in the schools! We challenge any one to show that politics have ever been introduced into the Chicago schools by any other person than the Board of Education and the late Superintendent! It can not be done! If it is desired to keep politics out of the schools, why don't Mr. Sheahan and Mr. Wentworth resign their places on the Board. If there are any greater politicians in this state or any other, we should like to hear their names called. And this very subject has been the tune Mr. Wentworth has played on his single-stringed harp ever since his notorious speech before the National Convention, whenever he has had an opportunity to talk of school-matters. Bah! We have heard all we care to of this bugbear.

OH, MR. WARD.—not Capt. E. B. Ward, with your lake steamers and immense iron-mills,—neither Gen. Artemas, of Revolutionary fame,—not Edward Matthew Ward, nor James Ward, the English painters,—not Nathaniel Ward the clergyman, Robert Plumer Ward the author, Seth Ward the divine and mathematician, nor William Ward the missionary,—not even he who goes about to 'speak his piece', but Mr. James Ward, of the West Division, Chicago, and former member of the Board of Education, how could you accept an increase of salary from ten to fourteen hundred as superintendent of buildings and grounds, when the

school-fund is twenty thousand dollars short, and when the schools are liable to stop for want of funds, especially when you remember the report you made last year declining to raise the salaries of the principals from ten to twelve hundred dollars, and that this very deficit was urged as the reason for refusing the increase? But then it was n't your ox that was gored. Besides, the superintendent of a couple of carpenters and a score of school-buildings, or the clerk in charge of an office, needs to be a man of far more ability and experience than the principal of a school of seven hundred to a thousand pupils! How could you, Mr. Ward! It's too bad!

Go EAST.—Enjoy your vacation. See Niagara, the oil-wells of Pennsylvania, the ocean any where; attend the National at Ogdensburg, or the American Institute at Portland—all for twenty-five dollars—ten in gold—any thing before staying around home all vacation, wasting your time and failing to regain the energy, the mental snap, necessary to the success of the next term.

NEED ENOUGH.—At a spelling-school at 'teachers' meeting' the other evening, I pronounced the following words. There were 16 teachers present, and the best speller missed six words! the poorest, fourteen:

Surcingle, erysipelas, inflammation, believe, irretrievable, noticeable, plagiarism, opodeldoc, coercion, diphtheria, subpoena, celery, separation, portemonnaie, summit, vermilion, limit, abridgment, infringement, mullein, pavilion, befitting, benefiting, remitting, sieve, porringer, trafficking, shekinah, succotash, avoidupois.

The friend who wrote the above and sent the list himself misspelled one word and gave an unusual spelling to another. He says they voted to have another spelling-exercise. We should think so!

EXCEEDINGLY WOODEN.—Are our readers aware that the reason school-committees are some times called *Boards* of Education is because of the large proportion of wood in the composition of a certain portion of some of the members?

Four members of the Chicago Board displayed their fitness to the title in throwing votes against the reelection of Mr. Dewey, who is at least *one* of the most successful and most highly esteemed of the High-School corps, not to say of the teachers of the whole city, he being the only teacher of two hundred, with perhaps one other exception, who received a negative vote. The assigned reason was that he is supposed to be in sympathy with those turbulent spirits who have endeavored to make trouble in the schools. Which, plainly interpreted, means that Mr. Dewey dared to assert his manhood, by denouncing and refusing to submit to a system of espionage and gagging attempted to be forced upon the teachers by the late Superintendent. There is such a thing as carrying this matter too far. The people are beginning to wake up. The turbulent spirits may be heard from again.

"EXCUSED, HAVING ENLISTED IN THE ARMY."—Those who had the satisfaction of listening to the addresses of the graduating class of our noble University of Chicago yesterday, saw upon the 'Order of Exercises' the names of some who were designated thus—*. The little star carried your eye to the bottom of the page, and there you read " * Excused—having enlisted in the Army."

We do not mean to, and we do *not*, detract in the least from the merits of the excellent orations of the occasion when we say that the most eloquent were the little stars. There they were, shining amid the lustre of the fashionable assembly, and outshining it all; there they were, silent amid martial strains of patriotism, and more musical with patriotism than all the strains from trumpet, drum, or flute.

So it is—there can not be a 'feast of reason', a social festivity, a gala day, or a merry-making in college, church, or home, but the ghastly countenance of the war is painted on the wall. This is the skeleton in the closet, at the fireside; this is the spot in our feasts of charity, this is the dark thread that runs through and through the warp and the woof of the whole of our manifold experience. The newspaper is full of it, the book is written about it, the orator discourses on it, the preacher's illustrations are drawn from it, and the conversation at the cer-

ners of the streets is engrossed with it. Days and months, aye, even years, roll wearily away, and still the war rolls thunderingly on. We point the moral of the awful fact. Heroism, fidelity, and endurance, are the stern exaction of the hour, and must be the watchwords of the hour, or the hour will go down in night and bitterness of darkness, and the nation will go down with it.

When the French Adjutant called the roll, there was a voice that occasionally responded "Dead on the field!" When the President of the University yesterday came to the dash and the star, he skipped the name that stood against them, and every heart responded for the absent ones "Gone to the field"; and, with many a secret sigh and prayer and tear, the festivities went on.

'Excused' from the graceful panegyric of the hallowed cause, 'having enlisted in' its service on the field; 'excused' from a rhetorical tribute to the noble army of martyrs, 'having enlisted in' its ranks. From the conduct of these let the apathetic and the lukewarm take a lesson. May their example be imitated by every class—in college and out of college. And may the honorable distinction which these young men have won upon yesterday's 'order of exercises' be auspicious of a similar insignia which they shall speedily win for and wear upon their shoulders.

Chicago Journal, July 1.

NATIONAL TEACHERS' ASSOCIATION.—The Annual Meeting will be held at Ogdensburg, New York, commencing on Wednesday, August 10th, at ten o'clock A.M., and continuing three days.

Most of the hotels at Ogdensburg and Prescott (across the river) will furnish accommodations to members at a reduced charge of \$1.50 a day. The highest charge will be \$1.87 a day. Persons desiring to arrange for accommodations during the meeting will apply to T. H. Brosnan, Esq., Principal of Ogdensburg Academy.

The exercises will consist of lectures and papers by prominent educators from all parts of the country, and the discussion of various educational topics. More prominence will be given to educational papers and discussions than heretofore, and less time will be given to set lectures. The social department of the meeting will also have more prominence than at previous meetings.

Arrangements have been made for excursion tickets from Chicago, as follows:

By steamers through Lake Michigan, Straits of Mackinaw, and Lake Huron, to Port Sarnia; thence by Grand Trunk Railway to Ogdensburg and Montreal; thence by Vermont Central to Boston. Those who prefer to go from Montreal to Boston by way of Portland can do so without extra charge, provided notice of this desire is given when the tickets are purchased. This route is by Grand Trunk from Montreal to Portland, thence by steamer to Boston. Teachers choosing this route will also return by way of Portland.

Tickets to teachers and school-officers, for the round trip from Chicago to Ogdensburg or Boston, or to any point between Ogdensburg and Boston, and back to Chicago, including berths and meals on the lake steamers, \$25.00. Fare from Milwaukee and Green Bay, same as from Chicago. Fare from Detroit and back, \$20.00.

Tickets will be furnished at these reduced rates to those only who present certificates from the office of the Chicago Board of Education, 76 LaSalle street, opposite the court-house, that they are teachers or school-officers.

Tickets for the round trip, not transferable, to be obtained at the office of the Grand Trunk and Vermont Central Railways, 48 Clark street, near the Sherman House, Chicago; with the privilege of lying over, either way, at Toronto, Ogdensburg, Montreal, Rouse's Point, White-River Junction, Concord, Nashua. Those going by way of Portland will have the privilege of lying over, either way, at Gorham and Portland. Tickets good from July 16th to September 1st. All tickets, including those from Detroit, must be purchased at the Chicago office.

Teachers and school-officers who take this line at any other point than Chicago can procure tickets by sending the amount of the fare to the undersigned.

Steamers leave Chicago every evening, Sundays excepted.

No reduction of fare is made on any of the railroads terminating in Chicago.

DAVID N. CAMP, Secretary, New Britain, Conn.

W. H. WELLS, President, Chicago.

AMERICAN INSTITUTE OF INSTRUCTION.—The Thirty-Fifth Annual Meeting will be held in Portland, Maine, at the New City Hall, on the 16th, 17th and 18th of August, 1884.

The Board of Directors will meet at the City Hall on the 16th, at eleven o'clock A.M.

The public exercises will be as follows:

Tuesday, August 16.—At half-past two o'clock P.M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's annual address.

At half-past three o'clock P.M., a lecture by J. N. Bartlett, Esq., of New Britain, Conn. Subject: 'Influence of School-Life upon the Character of the Scholar'.

At eight o'clock, P.M., a lecture by Hon. John D. Philbrick, Superintendent of the Schools of Boston, Mass.

Wednesday, August 17.—At nine o'clock A.M., a discussion. Subject: 'How may Parental Coöperation be best Secured?'

At eleven o'clock A.M., a lecture by Hon. E. P. Weston, Superintendent of the Schools of Maine.

At half-past two o'clock P.M., a lecture by J. W. Allen, Esq., of Norwich, Conn. Subject: 'The Teacher an Agent and not a Servant'.

At half-past three o'clock P.M., a discussion. Subject: 'Should Examinations be conducted by the Teacher or Committee?'

At eight o'clock P.M., a lecture by J. S. Hart, LL.D., of the New-Jersey Normal School.

Thursday, August 18.—At nine o'clock A.M., a discussion. Subject: 'To what extent should Teachers render assistance to their Pupils?'

At eleven o'clock A.M., a lecture by Rev. E. B. Webb, of Boston, Mass.

At half-past two o'clock P.M., a lecture by Prof. P. A. Chadbourne, of Williams College. Subject: 'The Relations of Natural History to Education'.

At eight o'clock P.M., brief addresses by representatives from different states.
A. W. MASON, Secretary. CHARLES NORTHBEND, President.

MAINE.—The members of the Junior Class of Bangor Theological Seminary, with one exception, have volunteered in the service of the Christian Commission, and have gone to the front.

NEW HAMPSHIRE.—Three plans are proposed with regard to the State Agricultural College—to give to the Chandler Scientific Department of Dartmouth College the whole income of the grant made by Congress; to devote one-half or two-thirds in this way, and the rest to three agricultural farms in different parts of the state, with popular scientific lectures, agricultural publications, etc.; and to establish a separate and independent college.

Hanover and the friends of Dartmouth College are trying to get the new agricultural college hitched to that institution.

MASSACHUSETTS.—At the meeting of the Boston School Committee, June 14, J. D. Philbrick was reelected Superintendent, and W. E. Sheldon, of West-Newton, was elected Master of the Hancock School.

The State Association is to meet at Pittsfield Thanksgiving week.

The anniversary exercises at Mount Holyoke Seminary at South-Hadley were held July 21, and the annual address was delivered by Rev. Leonard Swain, D.D., of Providence, Rhode Island. The public examinations of the school occurred on the Tuesday forenoon before. This school was never in a more flourishing condition than now, the catalogue for the last year embracing 343 names.

The Adelphe Union Exhibition of Williams College took place on July 6, and Class Day came on July 7. The college has now 181 students—41 seniors, 49 juniors, 44 sophomores, and 41 freshmen. The editors for the twelfth volume of the *Williams Quarterly* are E. K. Goodell, M. J. Warner, George Hale, jr., J. S. Bane, and A. B. Lyons.

Commencement at the Catholic College of the Holy Cross, in Worcester, occurred July 6, eleven members graduating. The whole number in the college is over 100.

William C. Todd, who has been for ten years Principal of the Newburyport Female High School, resigned lately, and showed his affection for the school by presenting it \$500.

The 25th anniversary of the establishment of the first normal school in this country was celebrated at Framingham, July 1, by a large number of teachers and other friends of education. Rev. Samuel J. May, of Syracuse, N. Y., was the orator of the day; Rev. Eben S. Stearns, of Albany, gave an extended historical sketch of the rise and progress of the normal-school system in America, and there were numerous after-dinner speeches. The Framingham Normal School has 117 pupils.

Commencement at Tufts College, Somerville, occurred July 12. Seven students were graduated, and John H. Claffin, of Milford, delivered the salutatory, and Edward H. Clement, of Chelsea, the valedictory. The poem before the Mathematician Society was delivered by William Winter, of New York, and the oration by Rev. A. D. Mayo, of Cincinnati, upon the 'East and the West'. Honorary degrees were conferred as follows: D.D., Rev. James Partelow Weston, President of Lombard University, Galesburg, Illinois; A.M., Rev. Day Kellogg Lee, of Auburn, N. Y., and Rev. James Willington Putman, of Danvers.

The Normal school-house at Westfield has just been supplied with new furniture and new cases for specimens in natural history. The school already possesses, through the efforts of J. C. Greenough, a good collection of minerals, and by the energy and perseverance of J. G. Scott, one of the teachers of the school, assisted by some of the pupils, a fine collection of the birds of the region has been made during the past term. Besides this, a fine group of birds has been presented to the school by a young naturalist of Westfield. The school is now in a flourishing condition. The demand for teachers that have had a professional training there is now very much beyond the supply.

Amherst College, at its recent commencement, conferred upon Dr. Dio Lewis the honorary degree of Master of Arts.

RHODE ISLAND.—The pupils of the Woonsocket High School have recently held a Fair, the proceeds of which will be applied to secure a monument to Lieut. Pierce, the former principal of the school, who was killed at the Battle of Newbern. The school-teachers of the state are also to contribute for this purpose. We trust a creditable monument may be reared to the memory of the gallant man who sacrificed position, honor and life for his country.

A Newport school-ma'am has been complained of to the authorities for making her refractory pupils hold aloes in their mouths for several hours. Some of the children have been severely sick in consequence.

CONNECTICUT.—The library of Yale College has just received from the Emperor of Russia a fac-simile copy of the celebrated Greek manuscript of the Holy Bible, found in 1859 at the Convent of St. Catharine, on Mount Sinai, by Dr. Tischendorf, well known as one of the most learned students and critics of the sacred texts. The New Testament is complete, but in the old Testament some books and parts of others are missing.

Wooden-spoon exhibition at Yale College was June 21. J. T. Ford, of Akron, Ohio, was selected as the 'spoon man' of the class of 1864, and T. J. Brown, of Philadelphia, made the presentation speech. The regular presentation exercises for the graduating class were June 22, J. W. Teal, of Durham, New York, delivering the class oration, and Walton W. Battershall, of Troy, New York, the poem. In the afternoon the class histories were read, the good-bys said, and the class ivy planted. At night the freshmen celebrated their approach to sophomoredom by as much of a 'pow-wow' as circumstances and the faculty would permit.

The graduates at Trinity (Hartford) College, July 7, were Joseph F. Ely, Rochester, New York (salutatorian); Philip S. Miller, Bedford, New York; Daniel S. Moore, Newtown, Long Island; W. A. M. Wainright, New York; and Robert A. Benton, Little Rockfish, North Carolina (valedictorian). The degree of D.D. was conferred upon Rev. Robert B. Fairbairn, Rev. David H. Short, and Rev.

Samuel M. Emory. Several changes have taken place in the faculty. The resignations of President Eliot and of Professors Hawkes and Stickney have been accepted, although Professor Hawkes will continue to lecture in his former department. Rev. George S. Mallory is elected Professor of Belles-Lettres and Oratory; Rev. John T. Huntington, Professor of Greek; and Rev. W. W. Niles, Professor of Latin. The successor of President Eliot is not yet selected. The effort to raise \$100,000 as an endowment for the college has been quite successful, nearly all that amount being secured.

NEW YORK.—The State Association meets at Buffalo, August 2.

PENNSYLVANIA.—The State meeting is at Altoona, August 2.

CALIFORNIA.—The *Teacher* has been sufficiently successful to warrant its continuance a second year. We are pleased to hear this, for it is one of our most valued exchanges. We expected it, however, for it has been too ably edited to be allowed to live only a single year.

NATIONAL TEACHERS' ASSOCIATION.—The proceedings of the Annual Meeting held in Chicago, 1863, are ready for distribution, and will be furnished by the undersigned to members, on their application, by inclosing five cents for postage. This edition contains a digest of the proceedings of former meetings; constitution; list of members; Mr. Russell's Address at the organization, and the Journal of Proceedings and Addresses at Chicago.

The March number of the American Journal of Education contained, in addition to the above, portraits on steel and biographical sketches of the Presidents; — Messrs. Richards, Rickoff, Bulkley, Philbrick, and Wells, — and of Prof. William Russell. It may be obtained for fifty cents, by addressing Henry Barnard, Hartford, Conn.

JAMES CRUIKSHANK, Chairman Pub. Com., Albany, N. Y.

PROPORTION OF YOUTHS NOT ATTENDING DISTRICT SCHOOL DURING THE YEARS 1862 AND 1863.—Iowa, between the ages of 5 and 21 years, 28 per cent.

New York, between the ages of 4 and 21 years, 25 per cent.

Wisconsin, between the ages of 4 and 20 years, 32 per cent.

Pennsylvania, between the ages of — and — years, 36 per cent.

Kansas, between the ages of 5 and 21 years, 38 per cent.

Vermont, between the ages of 4 and 18 years, 17 per cent.

Indiana, between the ages of 5 and 21 years, 48 per cent.

Ohio, between the ages of 5 and 21 years, 23 per cent.

Connecticut, between the ages of 4 and 16 years, 16 per cent.

California, between the ages of 4 and 18 years, 49 per cent.

Minnesota, between the ages of 5 and 21 years, 40 per cent.

Maine, between the ages of 4 and 21 years, 42 per cent.

GIVE THE BOYS TOOLS.—In man there is what may be termed 'making instinct', and our houses, garments, ships, machinery, and, in fact, every thing we use, are the practical results of instinct. How important, then, that this faculty be cultivated, and that the idea be at once and for ever abandoned that none but mechanics require this great element of usefulness and happiness. Whatever a man's occupation, whether he be a farmer, a merchant, an artist, or a mechanic, there are hourly occasions for its practical application. Being thus general in its usefulness, the cultivation of this constructive faculty should be a primary consideration with parents. Skill in the use of tools is of incalculable advantage. It gives useful employment to many an otherwise idle hour. It prompts one to add a thousand little conveniences to the house, which, but for his skill, would never be made. In a word, it is the carrying-out, in a fuller sense, of the design of the Creator, when he implanted the faculty of constructiveness within us. Let it, then, be cultivated in children. Indulge the propensity to make water-wheels and miniature wagons, kites and toy-boats, sleds and houses—any thing, in fact, which will serve to develop it and render it practically useful. Give the boys good pocket-knives, and, what is better, give them a good workshop. Em-

ployed in it, they will not only be kept out of mischief, but will be strengthening their muscles, exercising their mental powers, and fitting themselves for greater usefulness when they shall be called upon to take their place in the ranks of men. Scientific American.

A LIFE HISTORY.—The following brief history of life is from the pen of the much-loved Barry Cornwall:

Day dawned. Within a curtained room,
Filled to faintness with perfume,
A lady lay at point of doom.

Day closed. A child has seen the light,
But for the mother fair and bright,
She rested in undreaming night.

Spring came. The mother's grave was green,
And near it often times was seen
A gentle boy with thoughtful mien.

Years fled. He wore a manly face,
And struggled in the world's rough race,
And won at last a lofty place.

And then he died! Behold before ye
Humanity's sun and glory,
Life, Death, and all there is of glory.

THE REV. JOHN PIERPONT, who was seventy-nine years of age on the 6th of April, 1864, and is yet in good health and the perfect vigor of his mental faculties, has just completed a work of almost as great labor as Johnson's Dictionary. In November, 1861, he began, and in March, 1864, he finished, a Digest of the Decisions and Instructions of the Treasury Department to Collectors of Customs, contained in fifty-four folio volumes, which he has reduced to one.

THE name of the Deity is spelled with four letters in almost every language. In Latin, Deus; French, Dieu; Greek, Theos; German, Gott; Scandinavian, Odin; Swedish, Codd; Hebrew, Adon; Syrian, Adad; Persian, Syra; Tartarian, Idgy; Spanish, Dias; East-Indian, Esgi or Zeni; Turkish, Addi; Egyptian, Aumn or Zent; Japanese, Zain; Peruvian, Lian; Wallachian, Zene; Etrurian, Chur; Irish, Dieh; Arabian, Alla.

THEN AS NOW.—"It is a pity that commonly more care is had, and that among very wise men, to find out rather a cunning man for their horse than a cunning man for their children. To the one they will gladly give a stipend of 200 crowns by the year, and loth to offer the other 200 shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should; for he suffereth them to have tame and well-ordered horses, but wild and unfortunate children."

ROGER ASCHAM, Latin Secretary to Queen Elizabeth.

MAKE HOME THE PLEASANTEST PLACE ON EARTH.—Enlightened parents understand the necessity of enlisting all attractions, and in those homes where they practice in this light there is no discontent, no discordance, and every one is happy. There is a gentleman in town who has a large family that has long acted on this plan of home amusement. In stead of setting up as the father of his boys, he abandoned that idea at their twelfth birthday, and became their companion—playing with his boys and dancing and singing with his girls, till his severe neighbors, who belonged to the rigid church, questioned his sanity. But the severe neighbors can not show such children as his. They are always at home, always happy, always contented. The rigid neighbors complain of noise that they hear at times, but it is not the noise of strife; it is of merry voices full of home harmony.

Harper's Weekly says that "the man who plants a birch tree near a school-house little knows what he is conferring on posterity." He probably means 'posterity's posterior'.

FELL ASLEEP, July 18th, at Tamaroa, Perry Co., Illinois, **MARTHA S.**, beloved wife of B. G. ROOTS, in her fifty-first year.

The companion of an ordinary lifetime, his associate in the school-room for a score of years, the mother of his children, yielding her own life to save another, she leaves to her bereaved husband a precious memory, which will continually testify to her ability and fidelity as wife, teacher, friend, and mother, and smooth away, as far as possible, the roughnesses of the lonely path our friend must travel down the hill of life, for the few short years till she shall welcome him on the other side the river.

LOCAL INTELLIGENCE.

STATE NORMAL UNIVERSITY.—The closing exercises took place at the University June 21, 22, 23, and 24. The graduating class numbers eight, and about three hundred students took part in the examinations. The weather was favorable and a large number of parents and friends were present.

The examinations on the 21st embraced the subjects of percentage, arithmetical notation, geography of North America, and zoölogy.

On the morning of the 22d, practice of teaching, map-drawing, science of language, trigonometry, geography of the British Isles, and drawing. The examinations were interspersed with exercises in free gymnastics.

At the close of the exercises the pupils made their teacher, Mr. Hewett, the recipient of a handsomely-made easy-chair, as a mark of their affection and esteem. The gift was presented in a suitable address by one of the pupils, and was appropriately acknowledged by Mr. Hewett.

One of the most noticeable features of the Normal University is the Model School. It consists of about one hundred and seventy-six pupils—many of whom, being residents of the Normal District, have free admission to the school, while a large number are the children of farmers, tradesmen and others in the vicinity who pay to have their children educated in this excellent institution. The subjects taught are nearly the same as those in the University—a thorough knowledge of the English language, Greek, music, mathematics, geography, etc., and the school is taught by students of the University, under the immediate supervision of competent teachers, whose skill and kindness are rewarded by the universal love and esteem of their pupils. Mr. Pillsbury is the master of the Model School, and Mr. Kellogg assistant, while Miss Hammond is the mistress of the Primary Department. The examinations of this school occurred on the afternoon of the 22d, the subjects being nearly the same as those of the Normal Department.

The examination closed with the annual exhibition. The following was the programme:

Declamation, 'The Preservation of the Union', by Mr. Ewing. Composition, 'Some of the Uses of Libraries', by Miss Annie Edwards. Oration, 'The Advantages of Great Men to the Age', by Mr. Capen. Music, Chorus, by students. Declamation, 'The Seventh Plague of Egypt', by Mr. White. Composition, 'Treasure never Prospers', by Mr. Crist. Composition, 'Radicalism', by Miss C. Fell. Declamation, 'Public Virtue', by H. L. Carr. Music, Quartette. Composition, 'New Light often breaks through Lights in the Tiling', by Mr. McCambridge. Reading, 'How St. Patrick drove the last ould Sarpint out of ould Ireland', by Josie Bryant. Oration, 'Liberty not License', by Mr. McCarthy. Music, quartette, 'The Old Mountain Tree'. Declamation, 'Greece and America', by Mr. Howard. Composition, 'Earth's Battle-Fields', by Gertrude Case. Oration, 'England's Neutrality', by Aaron Carr. Music, quartette, 'We are Going Home'.

These exercises were followed by an address by Hon. S. W. Moulton, President of the State Board of Education.

The day's proceedings terminated very pleasantly by making a presentation to some of the teachers.

Mr. Pillsbury received a handsomely-bound set of the *Waverley Novels*, the presentation speech being made in a very creditable manner by Miss Gertrude Case, on behalf of the pupils. He briefly responded, after which Miss Annie Edwards advanced, and in a few well-spoken remarks made Mr. Kellogg the recipient of a gold pen and pencil-case, as a mark of the esteem of his scholars. Mr. Kellogg, in a few words, thanked the donors, and then, with a few closing words from President Edwards, the Model entered upon a ten-weeks vacation.

On the 23d the examinations in the University proper were continued. They consisted of Dr. Sewall's class in botany, Pres. Edwards's, Mr. Stetson's, in reading, Mr. Metcalf's in arithmetic, Mr. Hewett's in physical geography; together with book-keeping, criticism, mathematics, grammar, and theory and art.

The annual commencement exercises occurred on the 24th, and were witnessed, as usual, by a large assemblage of those most interested in the institution.

THE STATE NATURAL-HISTORY SOCIETY.—The Society held the first meeting of its June anniversary the afternoon of June 22, at Phoenix Hall, Mr. Bateholder in the chair. Dr. Clarke, the Secretary, read the minutes of the last annual meeting, which were approved, after which Prof. C. D. Wilber, the Corresponding Secretary, made his yearly report.

He reported the addition of several valuable collections of Palæontological and Mineral specimens during the year, toward the permanent museum of the society. Of these a rare selection, consisting chiefly of goniatites, were donated by Prof. Winchell, of Rockford, Indiana. Among the specimens contributed individually are Phillipsburg from Rock Island, coal fossils from the Nova-Scotian fields, New-England minerals, shells from the Atlantic coast, and minerals from Missouri.

There are Palæozoic corals presented from Kankakee county, specimens of *brontozolum giganteum*, *orthocera*, dendrites, and a few splendid portions of gypsum, the latter from Grand Rapids, Michigan. A collection valued at \$350, consisting of the casts and models of remarkable fossils, has been selected from the principal museums in Europe. It consists of seventy-one specimens, and includes nearly the whole of those wonderful creatures which inhabited the Mesozoic epoch—the mighty saurians, mastodons, mylodons, and other monstrosities, while there are also the older trilobites, and newer forms of mammalian animals, including the jaw of the celebrated fossil monkeys, *pliopithecus antiquus*, from central France, and the remains of the *ursus spealems*—the cavern bear from Westphalia. Among the many other valuable objects, we noticed a splendid suit of one hundred foraminifera.

The Secretary further reported several important additions to the department of History. First, a collection of South-American plants, through the agency of Dr. Sewall, and second, a donation of a suit of Rocky-Mountain plants, the results of an expedition by Mr. E. A. Hall in the summer of 1863. In conclusion, Prof. Wilber remarked: This war has so far involved and absorbed all interests as to nearly prevent the progress of all societies and institutions of this kind. Nearly every geological survey has been suspended, and few expeditions for the accumulation of materials for the Natural-History or Geological Museums are undertaken. The harvest is as abundant as ever, but laborers are few. Collectors can be transferred from one institution, as the Smithsonian, to Chicago, but that is division, not accumulation. There are still localities rich in palæontological fruitfulness which have never been carefully visited, to which all members should turn their attention. It is only one object of the body to discover the variety of collections in the various departments. It is a still higher object to make these collections applicable to the work of education, especially in reference to students of our Normal University, who will disseminate that knowledge when teachers themselves.

These lessons or suggestions should be published, and then they would readily be introduced into most of the schools of the Northwest. The idea was the

suggestion of some of the most eminent educators in the state, who are also prominent members of the association. It is a plan which he trusted would be favorably received by the society.

At the conclusion of his report, which was received with much attention, Prof. Wilber tendered his resignation as Corresponding Secretary of the Association, pleading that non-residence in the city and other duties prevented him from bestowing the attention to the office he would wish. The speaker thanked the members for the interest they had taken in forwarding the plans and operations proposed by him, and assured them that he should ever look to the welfare of the society, and be willing to aid them in any manner in which, consistent with other duties, he could forward the promotion of the great educational interests of the state.

After the reception of Prof. Wilber's report, the Reports of the Board of Directors, Treasurer, and Curator, were presented by Messrs. Pres. O. S. Munsell, Pierce, and Dr. Sewall, respectively. The various statements showed the society to be in a healthy growing condition. A committee was then appointed to nominate officers for the ensuing year, when the meeting adjourned until half-past seven o'clock.

At the evening session the committee appointed to nominate officers reported as follows:

President, Dr. Vasey; *Vice-Presidents*, Captain Beebee, Cyrus Thomas, and G. W. Batchelder; *Treasurer*, R. H. Holder; *Recording Secretary*, C. R. Parke; *Corresponding Secretary*, O. S. Munsell; *Directors*, Dr. E. R. Roe, Prof. R. Edwards, and W. H. Stennett; *Orator*, Dr. Sewall; *Trustees*, B. D. Welsh, J. W. Powell, O. Everett, A. M. Gow, and D. Wilkins.

The Society after the reception of this report adjourned to hear a lecture delivered in the Methodist Church, by Prof. Turner, of Jacksonville.

The lecture was a political one; the theme, our Foreign Relations with England, France, and Russia, though nearly the whole of the discourse was confined to the moral and political relations of America with Great Britain.

The people of England the Professor described as being decidedly friendly to this nation, but he forcibly showed that that nation is controlled by an aristocracy unscrupulous in its ends, and containing all the elements of tyranny. That aristocracy, the lecturer eloquently remarked, had been fighting against humanity from the time their own people battled against them for the Magna Charta, till their crowning villainies and cruelties in the oppression which led to the Indian rebellion.

In conclusion, he proved that America had nothing to fear from either of the three great European powers: from Great Britain, because all the bluster of the rulers is but a mask for abject cowardice; from France, for there the people are friendly and the government is nothing, simply a kind of fashion which they change every few years; and from Russia, on account of the very amicable relations existing between that country and ours. He closed by remarking that we have reason to expect eternal hatred from the English aristocracy, on account of their very constitution. A despot may die, a corrupt democracy be reformed, but a corrupt aristocracy, bound together by the bonds of self-interest, are as hereditary in their hate as they are in their name.

At the Thursday-morning session papers were received on the recent saliferous formations of Louisiana, from Dr. Cutts, U. S. A., and on the trees and shrubs of Illinois, from Dr. Brendell, of Peoria. The latter gentleman also contributed a paper, accompanied by copious drawings, on two new species of oaks in Southern Illinois. Prof. Winchell, of Michigan University, sent a contribution consisting of a report of a geographical tour through Iowa, Illinois, and Indiana. The report was accompanied by a valuable collection of specimens, with a descriptive catalogue. A paper was also presented by Dr. Brendell on meteorological and barometrical observations ending with the year June 21st, 1864, at Peoria.

Upon motion, these papers were referred for publication in the transactions of the society.

The officers nominated last evening to serve for the ensuing year were elected; after which Prof. C. D. Wilber was unanimously elected General Commissioner,

as the society wished to retain his valuable services, and he could not possibly accept another laborious position.

Some minor business was transacted, when the Society adjourned until the next annual meeting.

MADISON COUNTY.—[The following report was sent us about the first of May, and has been mislaid.]

Madison County is not behind her sisters in respect to teachers' meetings. March 30th teachers from different parts of the county convened in association, and spent the time till Friday night, April 1st, in such deliberations as are common to teachers' associations. Rev. Robert Allyn, of McKendree College, and Mr. C. F. Childs, of St. Louis, were present, and rendered us most efficient aid. Rev. Mr. Allyn addressed us, taking for his subject 'Character in a Teacher Better than Attainments.' Mr. Childs also gave us an address; subject—'The Ways and Means of a Successful Life.' There were forty-five teachers present—a somewhat larger attendance than is usual in our county. Among these were W. R. Adams, W. F. Guernsey, C. H. Crowell, M. B. Sherman, R. P. Rider, Lewis Potter, Cyrus L. Cook, H. C. Hamilton, L. M. Olden, Mrs. Emerson, Mrs. Baldwin, Mrs. Sherman, Mrs. Peers, Misses Hall, Judson, Englist, Gardiner, Miller.

The proceedings throughout were marked with life; and we separated feeling that the association was a fountain of strength to the teacher, and that we had not come away with empty pitchers.

R. PRICE RIDER, Secretary.

KANKAKEE COUNTY.—The committee appointed by the School-Directors of Kankakee county, at their meeting on the 14th day of April, according to appointment, met on the 4th day of June, at the Court-House, to receive and act upon the report of the Executive Committee. James McGrew was appointed Chairman of the meeting. Rev. F. W. Beecher was chosen Secretary. The Executive Committee, through the Chairman, Rev. J. Higby, made their report concerning the books to be used in the schools of our county. The report was accepted, and, after some discussion and amendment, the following recommendation was adopted:

"The General Committee appointed by the School-Directors of Kankakee county would recommend for use in the district schools—1st, For the present, the continuance of Sanders's Series of Readers; 2d, Ray's Series of Mathematics; 3d, Mitchell's Outline Maps, with Camp's Geographies; 4th, Pinneo's Grammars; 5th, Payson, Dunton & Scribner's Writing-Books; 6th, Fulton & Eastman's Book-keeping; 7th, For higher classes, Sherwood's Writing Spellers; 8th, A copy of Webster's Unabridged Dictionary for use in each district school."

The Executive Committee also recommended that means be taken to form a permanent organization of school-directors and educational men of the county. The recommendation was looked upon favorably, and it was decided to form such an organization at the time of the teachers' institute next fall. It was also voted, in accordance with the recommendation of the Executive Committee, that there be a standing committee for the purpose of examining and reporting upon the merits of books that may be brought before them for inspection, recommending such as they may think desirable for introduction into the schools of the county. The committee chosen were—Rev. John Higby, Wm. G. Swannell, H. B. Sherman, C. B. Woodruff, and Rev. F. W. Beecher. The committee then adjourned *sine die*.

JAS. MCGREW, President.

F. W. BEECHER, Secretary.

MAGNOLIA.—Last December we commenced holding monthly meetings to keep parents and the friends of our school posted in the progress the little folks were making, by reading reports on attendance, scholarship, etc. These meetings were enlivened by short speeches and songs. The surrounding districts soon began to follow this plan, and the real wants of the school-room soon became apparent to the people, and they were readily convinced that a mixed school of, say, fifty pupils required too much work for one teacher to perform. The idea of graded country schools readily obtained. The want of suitable rooms prevented the immediate execution of the plan; but several suitable buildings, we think,

will soon be erected in that part of the county. We will give a plan of one (to be put up in the Mills District) at our earliest convenience.

I think the time is not distant when the people of Illinois will be almost as careful of the proper development of the minds of their children as they now are of feeding their sheep and oxen; but there must be a powerful waking-up before men will think as much about educating their children as fattening their bullocks.

Our monthly meeting opened the way for an Educational Fair, which took place on the 17th of June. The schools from the country assembled at the North School-house in Magnolia, formed in procession with the town schools, and marched to Mills timber. The teachers of the respective schools brought forward their best classes for examination. A more interesting time among the little folks I never saw: every child tried his best. We contemplated contending for a prize banner; but some of the schools were a little fearful, and preferred to let every one judge for himself of their merits without any formal decision the first time.

Our Fair was a perfect success. The children were delighted, and the old folks were not much behind the children. I think educational fairs, properly managed, may be made profitable and interesting to the people. The mind of a smart child, well trained and developed, ought to awaken as much interest on exhibition before the people as a likely colt or calf, or as a large potato or squash does at our agricultural fairs.

O. SPRINGSTEAD.

ILLINOIS COLLEGE.—The entire Senior Class in Illinois College, at Jacksonville, and many of the students from the other classes, led by one of the professors, having enlisted in response to the call for hundred-days men, there were no commencement exercises this year.

WHEATON COLLEGE sent out this year a class of three young ladies. Commencement exercises were on Wednesday, June 29th.

KNOX.—Commencement exercises at Knox College took place as follows: June 19th (Sabbath), 3 o'clock P.M., Baccalaureate Sermon, by Pres. Wm. S. Curtia, D.D. Sabbath evening, Address before the Society of Religious Inquiry, by Prof. F. W. Fisk. Monday, 20th, Address before the Literary Societies. Tuesday evening, 21st, Rhetorical Prize Speaking. Wednesday, 22d, Anniversary of the Female Collegiate Department, and Address by Rev. A. L. Brooks. Wednesday evening, Alumni Meeting; Address by Rev. E. L. Hurd; Poem by M. C. Hazard, Esq. Thursday, 23d, Commencement.

ROCKFORD FEMALE SEMINARY.—This institution is making an effort to pay off a debt which has long rested heavily upon it, and also to erect new buildings which shall meet the wants of the institution. More than 250 applications have been made this year for board in the Seminary, not half of which could be received, for want of room.

NORTHWESTERN UNIVERSITY.—The Anniversary and Commencement Exercises of the Northwestern University, at Evanston, were held June 23d. The exercises were opened with music by the band, followed by prayer by Rev. Mr. Crocker. After this came music, and then the masters' orations, which were altogether appropriate to the occasion, and were well delivered and well received. Rev. D. P. Kidder, of the Garrett Biblical Institute, delivered the Baccalaureate Address. The Degree of Bachelor of Arts was conferred upon Frederick James Hutchings, Milton Cushing Springer, and George Egerton Strowbridge, all of whom were absent in the hundred-days service; that of Master of Arts, upon James William Haney and William Anson Spencer. This ceremony was performed by Professor Noyes, Acting President of the University. The exercises closed with music by the band, and the benediction by Rev. Mr. Brews.

NORTHWESTERN FEMALE COLLEGE.—The Commencement Exercises of this institution, at Evanston, were held June 30th, in presence of a large number of ladies and gentlemen. Four young ladies graduated and received the regular diplomas of the institution.

CHICAGO.—

University of Chicago.—The Sixth Annual Exercises of the Chicago University were commenced June 27, by the examination of students in the various classes, and the delivery of addresses before two of the literary societies. The proceedings were generally of a very interesting character. The junior classes in the literary department were examined during the day in the University building at Cottage Grove. The examinations were conducted in a most thorough manner, by the different members of the Faculty, and the questions were generally responded to in a manner which betokened an intimate acquaintance with the subjects under consideration. In the Law Department there were twenty-five candidates for diplomas. The young men acquitted themselves with much credit, displaying a good degree of familiarity with the subjects to which the examination extended. In the evening lectures were delivered at Metropolitan Hall before the Athenæum and Kappa Societies, by Hon. J. M. Gregory, of Michigan, and Thomas Hoynes, Esq. The declamations by members of the Freshman Class for the Keen prizes took place in Metropolitan Hall. In the evening of June 29 the law students gave a public entertainment in Metropolitan Hall, consisting of short orations. The commencement exercises took place at Bryan Hall June 30. There was a good attendance, and the exercises were listened to with much interest.

Dearborn Seminary, under the management of Z. Grover, ranks deservedly high as a first-class female seminary. The attendance of pupils and their friends at the closing exercises, June 30, was very large, and must have been highly gratifying to the Principal. Rev. Dr. Patterson opened the exercises with prayer, following which came essays, interspersed with vocal music. Diplomas were then presented to the graduating class, consisting of seven young ladies.

Palmer's Academy is located on Wabash avenue, just south of Congress street, and is a most flourishing and excellent institution. Mr. William Palmer is the Principal, and six teachers have been actively engaged during the term just closed. The commencement exercises were held June 30, in presence of a large number of friends of the institution.

St. Xavier's Academy, situated on Wabash avenue, just south of St. Mary's Church, was established in 1849 by the Sisters of Mercy, who now have charge of the Mercy Hospital and Orphan Asylum. The building used for school-purposes is commodious and convenient, capable of holding a large number of scholars. There are now about fifty young ladies and children attending the academy. The commencement exercises, on the afternoon of June 30, consisted of music, addresses, essays, tableaux, etc., and were of a pleasing and intellectual character. The rewards and premiums were distributed by Bishop Duggan, who made a most eloquent and appropriate address, and the exercises terminated.

Board of Education.—The regular monthly meeting was held June 28th. A committee was appointed to report a scale of increased salaries for teachers. The generally-expressed opinion was that the salaries of teachers were much too low, and that they ought to be raised immediately to something like living rates.

An adjourned meeting was held July 9th. A committee was appointed to arrange with Mr. Wells to perform the duties of Superintendent until a suitable person can be obtained. The committee on salaries reported the following rates, which were adopted: Principal High School, \$1,800; Principal Normal Department, \$1,500; Five Assistants, each, \$1,400; Thirteen Male Principals of the Grammar Schools, each, \$1,400; Principals Bridgeport and No. 12 Schools, each, \$1,000; Principal South-Chicago School, \$800; 197 Female Teachers, increase of salary, each, \$100. The Board then went into an election of teachers for the ensuing year. The new corps of teachers is, with few exceptions, the same as that of last year. One hundred and seventy applicants were admitted to the High School, the average being fixed at 62 per cent. In another part of this number we give the questions used.

A special meeting was held July 18th, at which the relative merits of the various persons spoken of for Superintendent were discussed, but no definite conclusion was arrived at.

The examinations at the High School closed July 6th. On the afternoon of that day all the schools of the city were dismissed, and the teachers were summoned to the High-School building to listen to an address by the retiring Superintendent. The address was devoted to a history of the Chicago schools and the connection of the speaker with them. At its close the following complimentary resolutions were adopted:

Whereas, Mr. William H. Wells, Superintendent of the Public Schools of this city, has resigned the position which he has so long successfully filled; therefore,

Resolved, That we, the teachers in said schools, deeply regret such action on his part, especially as it was made necessary by a proper regard to his health, now impaired by close application to his arduous duties.

Resolved, That in his resignation the Public Schools of this city have lost the services of one to whose untiring labors in promoting their interests they are largely indebted for their past successes and present prosperous condition; and that the cause of popular education has lost one of its ablest and most successful laborers in the promotion of its interests.

Resolved, That his uniform kindness and encouragement have contributed very greatly to the pleasure as well as the success of the teachers in the Public Schools; that his many very excellent qualities of mind and heart have won for him an affectionate regard, and that his devotion and zeal in the duties of his office furnish an example worthy of imitation by all.

Resolved, That our kind remembrances and best wishes attend Mr. Wells in his new vocation.

Mr. George Howland, in behalf of the teachers, then presented Mr. Wells an elegant gold watch, and after a brief response by the recipient the exercises closed.

The closing exercises of the Grammar Schools occurred June 8th. The programmes were, as usual, widely varied, and the attendance of parents and friends was good.

The eighth anniversary exercises of the High School took place at Bryan Hall the same day, and consisted, as usual, of essays and declamations, interspersed with music. The diplomas were presented by President Taft. Twenty-four graduates received the diploma of the High School, twenty-nine that of the Normal Department.

[The following extract from the proceedings of the Board at an adjourned meeting held June 14th should have been published last month, but was mislaid.]

Mr. Prindiville, from the committee appointed to confer with Superintendent Wells, submitted the following report:

The committee, to whom was referred the resignation of W. H. Wells, as Superintendent of the Public Schools, regret to be obliged to report that they have been unable to induce Mr. Wells to withdraw his letter, or to make any arrangements with him, by which his services as Superintendent may be longer secured to our schools.

Knowing the very earnest desire of the members of the Board to retain Mr. Wells's services, your committee felt authorized to offer to him a six-months vacation, with a continuance of his salary during that period. Your committee also suggested an increase of salary, but this he likewise distinctly declined. This your committee thought would give him time to improve his health, so that by a judicious use of his strength, on his return to the duties of his office, he might be able to remain with us for several years. But this offer, generous as Mr. Wells seemed to regard it, availed nothing. His plans for future action were fully matured before his resignation was presented, and nothing we could offer would induce him to change them. Your committee, therefore, recommend that the resignation of W. H. Wells, as Superintendent of the Public Schools, be accepted, and they would offer for adoption of the Board the accompanying resolutions:

Resolved, That this Board closes its connection with its esteemed Superintendent, W. H. Wells, Esq., with the deepest regret, and can but regard his retirement from the position which he has so long and so creditably occupied as a great public misfortune.

Resolved, That during the eight years of his connection with our school-system, Mr. Wells has ever shown himself equal to the duties of his office; patient and studious to seek out and commend the best methods of instruction, conscientious in the administration of affairs, ever kind and gentlemanly in his deportment, and carefully excluding the discussion of all controverted topics, both political and religious, so that under his efficient and watchful care our school-system has been constantly improving, and our schools steadily gaining in the confidence of educators both at home and abroad.

Resolved, That the confidence of the Board in Mr. Wells, both as a man and a public school-officer, was never greater than it is now; and while we deeply regret his impaired health, he will bear with him into his new field of labor not only our hearty good wishes, but the confidence and respect of the entire community.

The resolutions were adopted unanimously.

NOTES AND QUERIES.

SPREAD OF THE ENGLISH LANGUAGE.—An English monthly, called *The Novels Magazine*, is now published at St. Petersburg; and the English language is much studied and used by the educated classes in Russia. The Czar is quite familiar both with the language and with its current literature, and also with British and American newspapers. A translation of Shakspeare into Bohemian will ere long appear.

Probably few are aware that the English is the simplest of all European languages and the easiest to learn to read understandingly. Our spelling is most abominable, though hardly worse than the French; but our etymology and syntax are simple: hence it is easy to learn to read understandingly, but difficult to connect the pronunciation with the words.

SOLECISMS — The following letter and reply are from the *Independent*, and suggest points worth remembering.

"To the Editors of the Independent:

"MESSRS. EDITORS: Ca'n't you find *some other* expression than 'in our midst'? particularly to use in an 'obituary'. It may be a *proper* expression, but certainly it is a very *poor one*, to say the least. Why not say *in our amongst* as well? I know there has been much controversy about this expression, and have also noticed few finished scholars make use of it. Will you please give it a thought, and see if you do n't come to the same conclusion as your

LADY READER?

"'In our midst' is, we believe, a Scotch Presbyterian ecclesiasticism. It is bad for various reasons: because 'midst' with its terminal whiz of hissing consonants is a disagreeable bunch of sounds; because 'our midst' is an awkward metaphor; and because there is abundance of phrases which will serve the turn. 'In our amongst', which our correspondent suggests, is not a parallel case, as 'amongst' is a preposition, and 'midst' a noun.

"We print our justly critical correspondent's letter with her own italics, for the sake of killing two birds with one stone. Her italics are all wrong. The words which are italicized in the former three places in her letter needed no such distinction, as an intelligent reader would emphasize them properly without it: and the phrase 'in our amongst' should have been quoted, as her first quotation was. Excessive italicizing is one of the besetting literary sins of ladies."

Both the lady critic and the Editor of the *Independent* condemn the phrase on rhetorical and not on grammatical grounds. It is a phrase of recent origin, and hence is not in accordance with the received usages of the language, though not false syntax. Geo. P. Marsh condemns it vehemently, and gives a grammatical reason, which we believe to be a false one, despite our regard for his authority: he thinks that it violates the law of the possessive case. His view of the possessive case, similar to that reviewed in the *Teacher*, vol. vii, p. 180, if we comprehend him rightly, can be abundantly refuted.

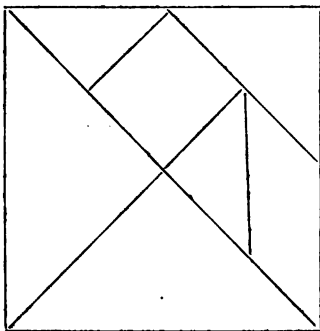
LITERARY PEERS.—Macaulay was the first man elevated to the peerage in England mainly in honor of literary eminence; and he had been a member of Parliament, and had occupied administrative office. Besides, his having no child had an influence in securing to him the honor. Recently Richard Monckton Milnes, M.P. for Pontefract and principally known for his poems and his life of Keats, has been created Baron Houghton. The same rank was tendered to him twenty years ago by Lord Melbourne, and declined.

"**THE SCHOOLMASTER IS ABROAD.**"—This quotation is quite familiar: here is its history.

In a speech on the elevation of Wellington, a mere military chieftain, to the premiership, after the death of Canning, Lord Brougham said "Field-Marshal the Duke of Wellington may take the army, he may take the navy, he may take the mitre. I make him a present of them all. Let him come on with his whole

force, sword in hand, against the constitution, and the English people will not only beat him back, but laugh at his assaults. In other times the country may have heard with dismay that 'the soldier was abroad'. It is not so now. Let the soldier be abroad, if he will; he can do nothing in this age. There is another personage abroad — a person less imposing, in the eyes of some perhaps insignificant. *The Schoolmaster is abroad*; and I trust to him, armed with primer, against the soldier in full military array."

TANGRAM.—This word has been creeping into use for a few years past. It is not in either the Webster or the Worcester Quarto Dictionary, nor in any vocabulary in my library. I first noticed it in Dr. Thomas Hill's Cambridge Address on the 'True Order of Studies', republished enlarged in *Barnard's Journal of Education*, vols. vi and vii. (See vol. vi, p. 452.) Webster has "Trangram. *n.* An odd thing intricately contrived.—*Arbuthnot.* [*R is said to be a cant word, and is not used.*]" Worcester says "Trangram. *n.* An odd intricate contrivance; a gimcrack. [*A cant word.*]"—*Arbuthnot.*" Both these lexicographers copied from Johnson, and perhaps knew no more than what he says. I can find no reason for regarding *trangram* as a *cant* word. Wycherly in his comedy *The Plain Dealer*, published in 1677, says "But go, thou *trangame*, and carry back those *trangames* which thou hast stol'n or purloin'd." Here is the same word meaning 'a toy, a trifling thing'. Wright's Provincial Dictionary gives us also "Trangrain, *z.* A strange thing. *Old Dict.*" I can not trace the word farther, but I suspect that it is a Chinese word, as I can not trace it in any European language, and it has a Chinese sound, and our recent books speak of the *Chinese tangram*.



The Chinese tangram is a toy made of a square of thin wood or other suitable material cut into seven pieces of regular geometrical figure, as shown in the margin. Several hundred figures may be made with them; and the tangram is sold as a toy, with a book of outlines of figures which are to be imitated with the pieces in combination, which proves to be often a great puzzle. Though originally a toy, it is now used as a means of instruction. Dr. Hill says, at the page of *Barnard's Journal* above cited, "The second means of geometrical education is to be found in the Chinese tangram or geometrical puzzle. This consists in giving the child the outline of a figure and requiring him to form the figure by placing

together a given number of pasteboard triangles. Outlines should at first be given which may be formed by placing together two or three triangles; and the complexity of the outline may afterward be increased so as to require as many as seven pieces of pasteboard. These puzzles are adapted for children of the age of from four to twelve years. They cultivate the power of exact observation and of the rapid analysis or dissection of forms." If the reader is willing to be a child of over twelve years, let him cut out a tangram and make the seven pieces into two equal squares. (See Calkins's *Object Lessons*, etc., p. 47.)

Probably the thing as a toy and puzzle, with the name, came from China, and gave rise to the words *trangram*, *trangrain*, and *trangame*, as cited above, with their several meanings.

ARROW.—The *Broad Arrow* (in England) is a rude representation of an arrow with a large and forked head, which is put by custom-house or excise officials upon any package seized by them as contraband: for example, upon smuggled goods or those that have not paid the excise. No one would venture to purchase goods bearing such a mark unless sold by authority. Scott (in *Guy Mannering*, ch. ix) tells of officers and military who "poured down upon the kegs, bales and bags" that had been landed by a smuggler, "and after a desperate affray succeeded."

ed in clapping the broad arrow upon the articles and bearing them off in triumph to the next custom-house." This will explain an otherwise dark passage in Mrs. Browning's *Aurora Leigh*, near the close of that poem:

"On all these lesser gifts,
Constrained by conscience and the sense of wrong,
He had stamped with steady hand God's arrow-mark
Of dedication to the human need."

NOTICES OF BOOKS, ETC.

THE FIRST THREE BOOKS OF XENOPHON'S ANABASIS: With Explanatory Notes, and References to Hadley's and Kühner's Greek Grammars, and to Goodwin's Greek Moods and Tenses; a Copious Greek-English Vocabulary, and Klepert's Map of the Route of the Ten Thousand. By James R. Boise, Professor in the University of Michigan. One Volume, 12mo., 268pp. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co.

This work, which was prepared at the suggestion of several classical teachers, is intended exclusively for young men who are fitting themselves for college. The text is substantially that of Hertlein (2d edition, 1864), with a few variations adopted from L. Dindorf (2d edition, Oxford, 1855). The vocabulary is the result of much labor, and will prove an important aid to the student.

GEOLOGY FOR TEACHERS, CLASSES, AND PRIVATE STUDENTS. By Sanborn Tenney, A.M., Lecturer on Physical Geography and Natural History in the Massachusetts Teachers' Institutes. Illustrated by 200 engravings. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

This work is admirably adapted to the wants of our public schools. Its definitions are exceedingly clear and precise; and enough of each topic is presented to form the basis of a lesson or a lecture. The figures of fossils represent American and not foreign species, and are such as can be easily found in many of the Western rock-quarries and coal-fields.

Its classification of geological formations is based upon the American system, and is well adapted to this state, leaving out the granitic and cretaceous groups. It can be compassed in a single term, which is as much as can be devoted to this subject in most of our public schools, and would form a fitting companion to Prof. Wilber's map.

THE PRINCIPLES OF CHEMISTRY, ILLUSTRATED BY SIMPLE EXPERIMENTS. By J. Adolph Stöckhardt. Translated by C. H. Pierce, M.D. 16th Thousand. Philadelphia: E. H. Butler & Co. Chicago: W. B. Keen & Co.

Works on chemistry are abundant; but most of them take for granted an expensive apparatus and a laboratory. This is one of the exceptional books, designed to bring the practical study of the science within the means of elementary schools, and suited to the winter-evening firesides, where the young and old of both sexes would delight in chemical experiments, were it not for the apparently necessary expensive apparatus. With this work, a few tubes and flasks, a spirit-lamp, some corks, india-rubber and reagent bottles, almost complete the list.

As a text-book nothing more is to be desired. It is convenient in classification, and lucid in explanation of principles and of chemical phenomena. It is also

well adapted to the wants of teachers who desire to give occasional experimental lectures at a moderate expense, or who design to study the science without an instructor.

SERMONS PREACHED AT THE TRINITY CHAPEL, BRIGHTON. By the late Rev. Frederick W. Robertson. Fifth Series. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. 271pp.

These sermons have had a very extensive reading. They are popular because they show themselves to be calm, clear and devout utterances of an earnest man.

STUMBLING BLOCKS. By Gail Hamilton. Ticknor & Fields. Chicago: S. C. Griggs & Co. 486pp. \$1.50.

A series of essays on religious subjects, originally published in the *Congregationalist*, and all marked by the decided and peculiar way of putting things which marks the author's style.

THE MAINE WOODS. By Henry D. Thoreau. Ticknor & Fields. S. C. Griggs & Co. 328pp. \$1.25.

This volume contains three papers. The first, *Katahdin*, appeared in the *Union Magazine* in 1848; the second, *Ochseuncook*, came out in the *Atlantic* in 1858; and the last, *The Maine Woods*, is now for the first time printed. It is one of those delightful books of travel of which one can not have enough, and which claim and secure a second reading.

THE ELEMENTS OF PLANE TRIGONOMETRY AND SURVEYING. By William F. Bradbury. Boston: Taggard & Thompson. Chicago: W. B. Keen & Co. 129-112pp.

The qualities which give especial value to the book just noticed belong in an eminent degree to this higher work. It contains in the space of only sixty-five pages all essential principles of Plane Trigonometry, by both the geometrical and analytical methods, and their application to the measurement of heights and distances, with the explanation of all the tables required, and in as many more pages all that is necessary to make the work complete for the common surveyor. This brevity has been attained by stating every thing in the most concise form consistent with perspicuity, and describing only such instruments as are absolutely necessary to a correct understanding of the principles involved.

A TREATISE ON PLANE AND SOLID GEOMETRY. For schools, academies, and private students. Written for Ray's Mathematical Course, by Eli T. Tappan, M.A., Prof. of Mathematics in Mt. Auburn Institute. Cincinnati: Sargent, Wilson & Hinkle. Chicago: Cobb, Pritchard & Co. 276pp.

We have all seen those works on science-made-easy which attempt to perform so much of the necessary digestion as to render it capable of assimilation by the weakest mental stomach. Few of us have, however, seen any good result proceeding from their use. What was gained in speed was always lost in power; for those parts which make the thorough student, and which can not be acquired without hard study, were the ones omitted, and as a matter of course superficial scholarship resulted.

The volume under notice seeks the same end, but pursues an entirely different means. Commencing with ratio and proportion, and proceeding carefully and thoroughly, straight lines, circumferences, triangles, quadrilaterals, polygons, circles, polyhedrons, and solids of revolution, follow each other successively, and are

each treated clearly and briefly, and, what is best of all, accompanied by copious examples, problems, suggestions, and exercises.

Some may object to the method of stating the propositions, but we are glad to see an author cut loose from the old-time verbiage of our earlier works, and give us the simple language of the theorems, and the brief but lucid demonstrations characterizing this work. These points, and the excellent arrangement, by which the illustrations and problems are introduced as they occur, in stead of being thrust in at the latter end of the book, will make it a favorite.

GREENE'S SERIES OF GRAMMARS. Consisting of *Introduction*. 18mo., 192pp. 30 cents. *English Grammar*. 12mo., 264pp. 30 cents. *Analysis*. 12mo., 268pp. 50 cents. Philadelphia: H. Cowperthwait & Co.

These three books comprise a very full and complete discussion of the structure of our mother tongue. So far as a method of instruction in introducing this study can be embraced in text-book and written lessons, the author's plan is a marked success. While, from an appeal to the child's own knowledge and observation of things and the words used in naming or speaking of them, he becomes so much interested that the exercise is robbed of its dryness, he is at the same time laying a foundation for the true study of language, the relations of ideas as expressed in words, and not the mere husk of hollow forms.

With this idea as the distinguishing feature, the grammar points out the offices and relations of words in a manner clear and perspicuous. Frequent exercises, with cautions and directions, are introduced, requiring the learner to test the completeness of his knowledge by actual practice. This book contains enough of analysis to meet the wants of most classes in our schools.

But to those who wish to pursue farther the study of our language, to study its structure, to analyze thought as expressed in words, and to be able to express their own thoughts with precision, the third book in the series will be an essential aid. This is the most important part of the study, not only in its practical results but as a mental discipline. The book before us is quite exhaustive, harmonious in its method, and free from obscurity in the treatment of its subject.

As a series we consider this inferior to no other which has been brought before the public. w.

GEOGRAPHICAL QUESTIONS. Philadelphia: H. Cowperthwait & Co.

This capital little book is more especially adapted to Warren's Common School Geography, but teachers will find it very convenient for frequent use with any text-book whatever. w.

FIRST LESSONS IN GEOMETRY. 18mo., 144pp. **SECOND BOOK IN GEOMETRY.** 12mo., 138pp. By Rev. Thomas Hill, LL.D. Boston: Brewer & Tileston.

The education of the powers of sensation and perception lies at the foundation of a true system of mental culture. Hence the cultivation of ideas of form comes early in the process of mental development. The 'First Lessons in Geometry' simply presents some of the elementary facts of the science, with familiar illustrations and diagrams. Mathematical reasoning is not attempted or desired. It is intended for children from six to twelve years of age.

The second book is given as a sequel to the first, and after there has been some acquaintance with arithmetic. In this the reasoning powers are exercised,

Nothing is presented beyond the comprehension of minds for whom it was intended, i.e., those from thirteen to eighteen years of age. For those who wish to commence this study at these years, these are by far the best books to be had.

W.

COLBURN'S ARITHMETICAL SERIES: in three parts. I. *The Child's Book of Arithmetic*. 16mo., 72pp. II. *Intellectual Arithmetic*. 16mo., 144pp. III. *Common-School Arithmetic*. 12mo., 276pp. By Dana P. Colburn, Principal of the Rhode-Island State Normal School. Philadelphia: H. Cowperthwait & Co.

No study admits of as great variety of arrangement or as many methods of instruction as arithmetic. No one plan is adapted to all systems of instruction or to all classes of schools. The 'Child's Book' has one feature which, to our mind, is of special merit. Addition and subtraction are presented together, as well as multiplication and division. By this plan much time and labor are saved to the pupil, and greater familiarity with numbers is secured. This subject is pleasingly illustrated by adopting the Object Method of teaching.

The plan developed in the second book is thorough and practical. Each step taken is an easy advance from the previous one, or such that its logical connection with it is plainly seen. The formulæ given are neat and concise. A few exercises in written arithmetic are introduced in the simple rules.

A prominent feature of the last book in the series is the introduction at once of the various systems of notation — the decimal, including units and fractions, and denominate numbers — and their combination in the different rules throughout the work. This arrangement is logical and thoroughly practical. The definitions are accurate, and the demonstrations varied and thorough. Numerous and well-selected examples, *without answers*, illustrate each rule, and prepare the pupil as far as possible for the application of its principles in the actual business of life. The whole series is the result of much careful study by one of the best practical educators of the country, and takes rank among our best mathematical text-books.

W.

A YOUTH'S HISTORY OF THE REBELLION.—We are glad to see that Rev. William M. Thayer, author of the 'Pioneer Boy' and other popular works, has written a History of the Rebellion for the young. The importance of such a work can not be overestimated. The young ought to understand the nature and history of this struggle, as a means of inspiring their hearts with patriotism, and attaching them with all the ardor of youth to free institutions. There are lessons for them in this war that can be derived from no other source, and we rejoice that they are to appear in permanent shapes. All intelligent parents will desire to have their children instructed on this subject, that they may not lose the lesson of the hour.

The value of this history will not be confined to the young. Many families can not afford to purchase either of the histories of the rebellion written avowedly for adults, the cheapest of which will cost seven or eight dollars. As this work of Mr. Thayer's, when completed, will not probably cost half that, and yet will contain the substance of the larger works, families who can not afford the larger works (made large by the introduction of public documents, long speeches, etc., that few desire to read) will find this a valuable history for their use, whether they have children or not. Condensation — the most in the smallest space — is what our people crave; and this, we understand, will be a characteristic of this History of the Rebellion for the young. Walker, Wise & Co., Boston, are the publishers, and the price is \$1.25.

THE ATLANTIC MONTHLY.—The fourteenth volume begins with the number for July, 1864. The staff of writers contributing constantly to its pages comprises the most prominent names in American literature. The writers who have given so much interest and value to the previous volumes of the *Atlantic* will continue to contribute regularly. We would direct attention to the contents of the July number, and the remarkable list of contributors. It contains articles by Longfellow, Holmes, Bryant, Hawthorne, Emerson, Agassiz, Ik Marvel, 'Carleton', Gall Hamilton, Miss Prescott, Mrs. Stowe, and other prominent writers.

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T H E V O W E L S .

ASH, ELLIS, IVIDEY, ONION, AND UNIT. A STORY OF ENGLISH SCHOOL-LIFE.

P A R T I .

IN our school there was 'a clique' for evil, and 'a set' for good. 'A set' is an arrangement into which boys, and men too, instinctively fall, from the attraction of gravitation to a common centre of congeniality in taste, age, and kindred pursuits. Where virtue and uprightness describe the circle, such associations are of mutual help and comfort to its members. There were five boys composing such a set in fellowship of studies and habits, of whom we propose to gather up some personal recollections. The initials of the names of 'the set' happening to coincide with A, E, I, O, U,—namely, Ash, Ellis, Ividemey, Onion, and Unit,—they were called 'the Vowels'. The *sobriquet* furnished materials for lots of schoolboy wit: to the effect, for instance, that their agreement together entitled them to be called consonants rather than vowels; that they were four ciphers with the unit at the wrong end, and therefore vanishing quantities. They were styled the Harmonicon, Cruden's Concordance, Pax vobiscum, the shut-up brackets, the shunt, and 'full fathom five'. They were not unpopular, because the whole set were thoroughly quiet, reading boys, and affected no superiority nor stand-off of any kind with other boys. Only they preferred their own society. 'The set' was formed insensibly and grew inoffensively; were mutual stimuli to each other's educational industry, greatly improved each other's powers of expression, and exercised their habits of thought and self-tuition by importing the current subjects of the school into their ordinary conversation. Boys always get a better insight into books by talking over them than

by only looking them over. It is a great point gained in advance when boys have acquired interest enough in their classical and mathematical studies to chat about them.

A literary gossip is one of the best kind of lectures. There is no more fortunate incident in schoolboy life than to form an intimacy with sensible contemporaries who make school-work their business even out of school-hours. It impresses the sense of things better than birch, or prize, or emulation, or place. It constitutes the lessons not the end, but means to an end, materials for suggestion rather than the limit of acquirement.

All the members of 'the set' who lived long enough more or less distinguished themselves in their several vocations. The foundation of all their eminence was laid in the auspicious habits of mind into which they helped to mould each other at school. Pardon the moralizing of an old-school remembrancer, looking back from gray hairs upon the seminal effects of early associations. How happy he would feel if this humble bequest of an elder's experience should be of any use to dear younger friends, whose best interests lie very near his heart! A conspicuous feature in connection with 'the set', which occurs to me at starting with their memories, is the disinterested, unenvious pride which they took in each other's successes, notwithstanding their common competition for the distinctions achieved.

They all knew how fairly each won, and how honestly each did his best to be the winner. Thus the particular result was left to Providence, all employing the means to attain it; and when the issue was decided, some natural disappointment was felt, and perhaps expressed, but there it ended. Hearty congratulations of the victors ruled the day.

What they had lost, not an enemy nor a stranger but a friend had gained, and thus victors and victims at once generously rejoiced and consoled with one another. Where none did badly, there was less difficulty in acknowledging their merits who did the best. Indeed, no one blames the boy who fairly does his best, but every body blames the laggard who does his gifts injustice.

School-days are not affluent in variety of incident, at least of a striking or unusual class.

Schools are pretty much alike, because boys are. Perhaps one of the earliest things we noticed in the habits of 'the set' was their attraction of cohesion, their being instinctively drawn together, insensibly forming themselves into an unobtrusive, quiet coterie, to their mutual help and comfort in the matter of studies.

For instance, they would compare each other's verses before show-

ing them up to the master; and the judgment arrived at among themselves as to their relative merits or demerits was generally confirmed by the master. They invented literary games, in which they puzzled each other in long winter evenings, with etymologies and genealogies, as if the ancestry of men and of their words was a cognate inquiry. The synchronisation of the pursuit of both relieved the monotony of the less interesting of the two. Their conversation often grew so animated on these topics that other boys who overheard them, as we sat in the long-room after school-hours, were drawn to listen, and now and then dropped in a hint, when they had one, proud of an opportunity of the smallest contribution to the colloquies of so distinguished a conversazione. It is due to the latter to add that every such addition to their conversation was rather welcomed as an accession than resented as an intrusion. They had no exclusiveness, except such as similarity of taste and habits implied. Some idle and prematurely vicious boys denounced them 'muffs', but with the main public of the school they were a popular aristocracy of character and talent. They were too real in every thing to affect any thing. Hence they were equally earnest in the school-room or the play-ground, and equally natural in one and the other. They were athletes as well as philosophers, and as good at cricket as at their classics. No moping or dawdling, no lisping nor clipping the Queen's English; they said what they meant in a way that obviously meant what they said, and said it so as to give no reasonable offense to any body. Boating was the favorite amusement of the school, and their occasional wherry-races, with the boys pulling the oars, constituted the school's olympiads. The Vowels chose little Ralph A—— for their steerer, because he was light, active, and intelligent, and being poor, the orphan of a naval lieutenant, the 'Five' always delicately franked him in the expenses of such excursions. They adopted old Emslie's boat, because it was the oldest wherry, and himself the oldest waterman, and therefore the least employed by others. The old man at length saw through it, and felt grateful to them accordingly. In spite of this drawback, the 'Five' generally won the day, much to Emslie's delight, and pride in 'his old tub' that held her own with younger craft. He used to say "the five gentlemen was the best hands at a rowin'-match as ever he knowed on, and made the wherry feel as young as themselves." One instance of their courage occurs to my memory.

Returning to school from one of their excursions, they suddenly came upon a formidable bull-dog, which had seized one of our boys by the leg and pinned him to the ground. The boy screamed with the pain and terror. Ellis ran up and seized the savage brute by the

throat, when the dog transferred its teeth to Ellis's arm. Onion instantly dashing his fist into the beast's eyes, it flew at his throat and fixed there. Onion turning black in the face, Ash and Ivimey each took a jaw and with main force tore open its mouth; Unit, for lack of other expedient, biting the brute's tail to the bone; Ellis, at the same moment, returning to the charge, he and the dog rolled over on the ground together. Ellis gallantly seized him by the throat, and pressing his weight upon its body, held it to the ground till he strangled it. The owner, a burly butcher, reaching the spot only in time to 'come in at the death', without inquiry into the cause of the fray or the extent of the mischief, struck Ellis a blow which felled him, when immediately the other four attacked the cowardly bully simultaneously, and administered to him a thorough thrashing on the spot. Ellis, picking up himself and the carcass of the dog, dealt the butcher a valedictory blow in the face with it, with a force and fury which closed the negotiation, by laying prostrate both brutes, the live and the dead one, biped and quadruped summarily meeting their deserts. The 'Five' were all under eighteen when this adventure occurred, but their joint activity and valor got the better of man and dog. This exploit raised the reputation of the 'Five' to the highest pitch of scholastic enthusiasm. Not that we approve of brawling in the streets nor any where else, but the whole school admired the bravery which rushes in to the rescue of a schoolfellow at all hazards. When the butcher complained to the Master, he was peremptorily dismissed with the statement 'he had only received his deserts', and cautioned not to meddle with his boys again, or he (the Master) 'would meddle with him'.

Five finer young fellows it has never been my lot to know as intimately as I knew and esteemed them, though I was not one of them, for at the period of their schooling I was a junior boy, without either the age or standing as yet to be admitted to their confraternity. There was a freemasonry of homogeneous spirits, only with no secret which was not welcome to any body.

Two of 'the set' were not distinctly religious, as the other three were, but all of them were in most respects boy-models of young life and conversation. Early piety, in the three who seemed really to possess it as the happy result of a Christian home-training, wore, in their instances, such a cheerful, winning, unobtrusive aspect, as if they neither doubted nor were the least ashamed of it themselves, that it told greatly on other boys. We are all so easily influenced by contemporaries, whether for good or evil.

All five were strictly virtuous in word and deed, and imbued

with a nice sense of personal honor and candor, which exerted the happiest effect on the moral atmosphere of the school. On holiday commemorations, foremost among the diligent compilers of combustibles and inventors of pyrotechnics were the members of 'the set'. They threw themselves as heartily into the sports as they did into their studies. Only each had its time in turn, without the folly and often the make-believe of attempting both at once. They were whole boys at one thing at a time, and hence whatever they did they did their best at it, and so things were generally done well. They were witty, and appreciated wit; could take as well as give a joke, and do both with equal fairness. But there was a moral symmetry in their conversation which insensibly found 'a place for every thing, and every thing in its place'. Hence, at their books they were simply bookish; in the school-prayers, unaffectedly devout; at church, uniformly decorous, and even more in earnest there, as being the most serious and important exercise of life. Oh, it is an immense point gained when boys begin to look at church and school with a similar conscientiousness, as both places of sacred duty and privilege; both soils of moral and intellectual growth, where the same gracious and bountiful 'God giveth the increase'. A conscientious boy can not but make progress in proportion to his ability (and neither God nor man requires more), because, in that boy's view, idleness is disobedience, and the waste of time and opportunity a precocious profligacy. 'The Quintal' (another of their names) were always the first to set on foot a school-subscription, in cases where the benevolent or religious element of boyhood was fairly appealed to and presented legitimate grounds for its cultivation. Giving is as much a virtuous habit to be educated as any other personal endowment. One occasion of such subscription I record with peculiar pleasure, because it had a subsequent bearing upon the tale of one of the five. There was a little fellow, very little for his age, who was leaving school in his twelfth year, to enter as midshipman into the royal navy. His father had served a long life afloat, but never attained rank beyond a lieutenant, and dying at sea, left his widow slenderly provided for, with very little beyond her pension.

Lots of our boys went to sea. It was as if the smell of the salt water seduced them on ship-board, so naval were the general tastes of the school.

Little Ralph A——, for some reason or other, was a great favorite with all five of the set. Other boys, who envied him their patronage, ungenerously charged him with sneaking into favor with the 'Five', with tuft-hunting, and the like. One witty rogue called him 'the

Five's court'. When some one suggested 'little Ralph was deep enough', the witty rogue answered 'Yes, full fathom five'. But little Ralph had really attracted the sympathies of 'the Quintal' solely by the fact, first, of his orphanage, and then of his gallant turning to the forlorn hope which his father had stormed through a tempestuous life, without attaining higher rank or honor than to die at his post, like a brave subaltern as he was.

"For loyalty is still the same,
Whether it win or lose the game;
True, as the dial to the sun,
Although it be not smiled upon."

The lieutenant's only boy making choice of the sea affected his five seniors, drew their interest to the side of the fatherless middy, and determined them to make a substantial effort to raise him a first-rate outfit, which they knew was altogether beyond his mother's means. Besides, they wished to spare her as much trespass as possible on her own limited resources. So, cap in hand, one pocket-money pay-day, when little Ralph had gone home for the half-holiday, when silver and copper were in circulation among the boys, the 'Five', having divided the school into as many sections, applied to every boy for a subscription. But first there was a public meeting, at which Ellis, the senior, told little Ralph's story, 'how his father had been a gallant old'tar',—and here Ellis, who was the school-poet, improvised the pun—

"Do ye know why they call a seaman 'a Tar' ?
Ah, the reason we'll never let slip;
'T is because in the gale of weather, or war,
Like tar, a tar sticks to his ship."

"Bravo, Ellis!" cried the juvenile public. "Hurrah for Jack Tar! Hip, hip, hurrah!"

Ellis got their ear, and went on to tell them "how the brave old salt fought under Nelson in thirteen engagements; never had any interest, except among post-captains who knew his seamanship and bravery, and were always glad to get him for their first-lieutenant; how the Admiralty thanked his commanders for successful acts of skill and valor which their lieutenant had performed; how he felt it, and grumbled at it, but went on sailing and serving, fighting and manœuvring, chasing and capturing, storming ships afloat and ports ashore, as if he never had any thing to complain of, and stood up to the last for the honor of the service and the glory of his country, as if they had made him a port-admiral; how the yellow fever off the West Indies scuttled and sunk the fine old man o' war, which had never struck colors to any mortal foe, and never would, though the

odds against him were never so fearful; how they sewed him up in his hammock with a shot at his feet, and dropped him in a deeper grave than ever sexton dug, swathed, like a marine mummy, in bunting and tarpaulin, to beat about the sea in death as he had been beaten about it through life, a mariner till the day of doom; and how the widow wept when the sloop came home with another first-lieutenant's name on the ship's books, and only a purser's account and captain's letter of condolence for *her*; how she missed the hearty shout of welcome with which he used to hail home and wife and child, which she and little Ralph would hear never more; and what a blank it was, so sad and vacant, and what sharp work it was for her and Ralph to make both ends meet, without breaking the thin cord of resources that had to be stretched so tightly. And now, in short, little Ralph was going to sea like his father before him, but had no father to give him a start, and only a poor lady, his widowed mother, to help him to his outfit; and what could the poor lad do unless they gave him a lift, for the honor of the service, for the memory of the old lieutenant, for sympathy with his mother, for the credit of the school, and for schoolfellows' love for himself! He (Ellis) knew the boys only wanted to know the simple facts of the case to fit out little Ralph like an admiral, as he would be some day if he did n't die a lieutenant, like his father, and like thousands more before him; and if he did, all the more claim on their kindly feeling."

The boys 'thought so too'. Not one of the whole school who did not contribute something, except Skinny Jim, who never gave to any thing unless it was taken from him, like King Charlie's 'benevolences', by some compulsion; but he got a good 'bonneting' on the play-ground, then and there, for his stinginess. The sum amounted to £27, for lots of the senior boys gave a sovereign, and the Quintal headed the list with £2 each; so the sum was soon run up in L.S.D. — the seniors L., the middle boys S., and the small boys D.; and thus little Ralph was equipped with his outfit, in a manner creditable to the school and honorable to his personal standing.

VENTILATION.—Would parents buy a solution of arsenic or corrosive sublimate at the druggist's and inject it into the veins of their children? This would prove no more fatal than to inhale the poison of the bad air which they are compelled to breathe in most of our school-houses day after day and week after week. The only difference is, the one is a rapid and the other a slow process of poisoning.

THE DEMAND FOR A SCIENTIFIC UNIVERSAL LANGUAGE.

THE increasing commercial activities of modern times are bringing the various nations and peoples of the globe into closer and more cordial relations. The greatest barrier to the completion of the unity thus commenced is the impossibility which now exists for the inhabitants of one country to understand the language of those of another; and, hence, to comprehend their manners, customs, habits of thought, and general character. For the language of a people is the total reflect or *expression* of the total *impression* which is made upon the aggregate mind of this people by the universe at large. It is, therefore, in a distinguishing sense, the epitome or miniature representation of their state of development and distinctive peculiarities.

The necessity of a more convenient and intelligible mode of speech-communication is not more deeply felt in commercial, political and social affairs than in the theological, philosophical and scientific world. It is simply an impossibility, by means of any one of our existing languages, to convey to the understanding of another, in respect to fundamental analytical principles—the most important, because the basic ones,—or in respect to abstract thought generally, the precise shade of meaning in the mind. It is this unfitness of language for communicating a clear and definite idea of the finer or more attenuated kind which, more, perhaps, than any thing else, has contributed to the misunderstanding and contradictions that have been so numerous among the philosophers. Of the four hundred thousand volumes which they are computed to have written in Europe alone, doubtless nine-tenths were directed to the overthrow of positions which the authors attacked never held. Their opponents had, probably, no intention of misreporting them, but were deceived by the ambiguous nature of the language which was necessarily employed in the expression of whatever idea was in the writer's mind. Fichte studied Kant's system with Kant himself. His exposition of it was, nevertheless, so far at variance with what Kant really did mean, that he felt obliged publicly to deny its correctness. Hegel is reported to have said that there was but one man in America who understood his philosophy, and he misunderstood it.

Theologians find the same difficulty in language. The conception of the Infinite, for instance, is very different in different individuals. Some personify it: one as the embodiment of justice, another of mercy, another of love. Many do not personify it, but conceive it as the abstract integration of all law. Others, still, entertain yet other ideas

on the subject. The notions of the Catholic, the Episcopalian, the Methodist, the Universalist, the Presbyterian, the Spiritualist, etc., etc., are more or less diverse as to its character and attributes. Yet each of the persons or sects among those holding these divergent and antagonistic conceptions calls his or its conception God. Of the nature and powers of God—under which term so many different ideas are included—one theologian discourses, referring by this title to his notion of the Infinite. Another instantly attacks this notion, affirming that God—giving a somewhat different meaning to the term from what the first writer had in his mind when he used it—is thus and so. Others join in the controversy. The dispute grows warm. The passions become aroused, and the world is filled, in an undeveloped age, with anger, hatred, vindictiveness, persecutions, torturings, and bloodshed; and, even in our later times, with mutual recriminations, jealousies, want of sympathy, and antagonism, that render religious unity impossible.

The ambiguity which is illustrated in this word obtains in reference to a large number of others, and serves to foster and increase the misunderstanding and inharmony that arise from the lack of a proper medium to convey the impressions of the mind. The term *spirit* is used by good writers in more than twenty senses, twelve of which, at least, are of a specially religious cast. *Positive, negative, objective, subjective, abstract, concrete, absolute, relative, love, divine*, and an innumerable host of other words, might be mentioned, which have no distinctive meaning. They are capable of being understood in several senses, any one of which a writer may intend; but which one he does intend the reader has no means of determining, in a great number of instances.

A similar lack of definiteness is apparent in the language of science. The term *science* itself is used in several different and diverse ways, and for the most part without any perception of this difference of meaning on the part of those employing it. We speak, for example, of the science of mathematics, meaning thereby a set of laws and phenomena capable of the most rigorous demonstration from axiomatic truths. We speak, again, of the science of chemistry, referring to a number of merely observational generalizations and facts, the validity of which rests upon experience, and which are incapable of demonstration, in the strict sense of the term—that is, are incapable of being deduced, as universal or necessary truths, from first or axiomatic principles, by an infallible method. In the former case we allude to science of an *exact* or analytical kind; in the latter, to science of an *inexact*, observational or merely empirical character.

So, again, we say the science of mathematics, of astronomy, of chemistry, or of any other domain, having reference some times to the laws, generalizations and facts which compose the body of the science, and some times to the domain which forms the proper field of the activity of these laws. At still other times the word is used in yet other senses.

The same confusion of thought and misunderstanding which pervades the philosophical and theological realms is, hence, likewise apparent in that department where, of all others, we should have the greatest clearness and precision. One of the most notable instances of the effect of this indefiniteness, this use of a single word for a variety of ideas, is furnished by the controversy in respect to the validity of the *hierarchy of the sciences*, established by the great French writer Auguste Comte. The principle on which this hierarchy is founded is very simple, and, when rightly apprehended, very evident. It was, therefore, upon its promulgation, quickly accepted by the students of the relation of the sciences. Mr. Herbert Spencer, however, in an essay on the 'Genesis of the Sciences', labors to show the falsity of what he conceives to be the doctrine of Comte. As a matter of fact, this doctrine, as involved in the hierarchy of the sciences, is the principle of progression from the simple to the complex, repeatedly affirmed by Mr. Spencer in his writings, the principle upon which he avowedly bases the order of the parts in the system of philosophy which he is now producing. But misunderstanding the sense in which Comte uses the phrase *rational, historic order of development*, etc., and the term *science*, which the French philosopher employs in different and confusing ways, and confounding, moreover, in his own thought and expression, several distinct meanings of this same word, the English writer enters upon an elaborate argument to prove the unsoundness of a position not taken by Comte, and vindicates, in this very argument, the one which he did assume.

Much of the indistinctness and confusion which pervade discussions and writings upon philosophy, theology, and science, arise, it is true, from a want of definiteness in the minds of mankind upon the subjects in question. No perfection of language can, of course, remedy such defects. Final or fundamental analysis and clear discrimination are indispensable to precision of thought upon any topic. But even in the absence of this intellectual distinctness in reference to departments of investigation, the use of separate words for ideas not identical would go a great way toward relieving the misunderstandings which, with our existing languages, so extensively prevail, and which are accompanied with such deplorable results.

On the other hand, those in possession of ideas or principles new in kind, though of the most exact or lucid nature, find no avenue extant for their intelligible expression. This is the state in which the analytical scientists find themselves. The direction of advancement in their labors has been toward the discovery of more fundamental and inclusive generalizations. Each step of progress has brought them into the presence of knowledge never before laid open. How are they to make appreciated the discoveries thus obtained? All the terms now in vogue have already a meaning attached to them. Even if they could employ these with definitions adapted to the new necessities, there would always exist the liability to confusion from this double use. It is the fact, however, that new truths, except those of an observational or concrete kind, demand new adaptations or developments in the mind—a stretching of it, so to speak—before they can find an intelligible lodgment. It is invariably the case with all verities that relate to the abstract or analytical side, all verities which have no physical embodiment, that they are not understood when first promulgated, but are confounded with something, so far as they are in any wise regarded, which is already known. The inculcation of new principles or ideas is, therefore, a work of the slowest and most difficult kind. Language, as now constructed, being in a great measure inadequate to convey new truths clearly and directly to the understanding, it is only by tedious, vexatious and laborious explanations, refutations, and definings, that they come at last to be comprehended by the few, and still later sink into the sufficiently expanded capacity of the many.

With a language based upon the discovery of the inherent analogy or relationship between sound and sense, this difficulty in understanding fresh truth would be obviated. Every word would have a definite and distinctive meaning, corresponding with the significations of the vocal elements employed in its construction. The misunderstandings of writers, and the trouble consequent thereon, would be dispelled. The consideration of the structure of such a language, one of the important developments of universology, to which we shall next call the reader's attention, will not, therefore, be without peculiar interest.

EDWARD B. FREELAND, in *Home Journal*.

HARVEY's theory of the causes of the circulation of the blood is beginning to be disputed; for blushing, sudden paleness of the face, flushing and chillness of the body, frequently occur without any disturbance or modification of the heart's action.

THE TWO CRADLES.

"Won't you make my doll a cradle?"
 Said a little girl of six;
 My cousin Tommy made me one,
 But that is out of fix,
 And I want to have another one
 Made of little willow sticks.

No mechanic's heart e'er fluttered
 With a more exultant throb
 Than mine did at this order,
 And time can never rob
 My heart of its strange ecstasy
 On taking home that job.

That 'cousin Tom'—I know not why—
 I never could abide,
 I felt a strange uneasiness
 To see him at her side,
 And to win her undivided smiles
 Unremittingly I tried.

Since then a dozen flowery springs,
 In time's unceasing roll,
 Have laid their hand on Mary's brow,
 Their impress on her soul;
 And I've another cradle made,
 But 't is not for her doll.

I can not tell you how it was,
 I'm sure I never thought,
 When, but a boy of ten years old,
 That first rude job I wrought,
 That we should need another one,
 But so it has turned out.

Of the two cradles she and I
 Have often times conversed,
 And she declares the last one made
 The clumsiest and the worst;
 But I believe she likes it better
 Than she did the first.

THE TEACHER'S SATURDAYS *versus* MONEY.

All work and no play
 Makes Jack a dull boy.

Nursery Rhyme.

EVERY calling has its disadvantages. The merchant makes money, but is chained, like a galley-slave, to his desk from morn till night. The name of Pat Murphy rings not through two hemispheres; but while our Milesian friend is peacefully smoking his pipe, the pulse of the President fitfully throbs for the safety of the republic. In the sphere of the common-school teacher there are no positions of public honor, and but few of private profit. A friend of ours did have the munificent offer of fifteen hundred dollars a year to retain his situation; but nobly declined the proposal, from a fear, we imagine, of impoverishing the district. If you seek fame, my dear professional brother or sister, throw down your cudgel at once, and apply your talents in some surer road to eminence. If you have n't genius enough for law or lecturing, contrive a patent, compound a pill. From Henry Ward Beecher down to Bridget Mahoney, 'Wheeler and Wilson' is a household word; 'Drake's Plantation Bitters' stare at

you from every board-fence in the land. If pelf be your object, let your exodus from maps and text-books be characterized by desperate velocity. Bullion and Dominie Sampson never shake hands. We have yet to hear of a pedagogue living in Fifth Avenue. A late *Rural New-Yorker* says that Vanderbilt is worth \$20,000,000, and that Bushong and Sons, of Reading, sold \$250,000 worth of whisky. Now, such heavy items are never recorded of the village schoolmaster, for the simple reason that the poor fellow is never engaged in such business. The yearly family demand for flour, shoes, and calico, makes such a draft on the master's salary as to leave a small margin for splendid transactions in stock.

But our pursuit, like all others, has its bright side. If we have n't as much gold as Stewart, or as much land as Strawn, we do have more time than either of them. Getting up at five—and every teacher should be a Franklin—gives us four glorious fresh hours in the morning before school; retiring at ten allows six delicious hours for rest, reading, or exercise. As you turn the key of the house at four in the afternoon, with the door lock in every care, and walk homeward with light heart and elastic step. While daylight lasts, there is opportunity for bodily recreation; and when the lamp is lighted, for social converse or mental improvement. Realize that verse of Longfellow—

The night shall be filled with music,
And the cares that infest the day
Shall fold their tents, like the Arabs,
And as silently steal away.

And then on Saturdays. What a world of little chores and business-matters can be attended to then! What a grand breathing-time from the routine of the week! No other occupation has two Sundays. Just think of it: two whole days in every seven to devote to self, to give to the proper consideration of mind, soul, and body. Time, says Dr. Blair, is a sacred trust committed to us by God, of which we are to render an account at last. Let us, then, as teachers, endeavor to make a profitable employment of this precious gift, and while the insane world sweeps on in its delusive chase for fame and fortune, content ourselves with those higher objects of moral and intellectual achievement for which our leisure moments qualify us, and which will flourish in immortal youth throughout the ages of eternity.

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers:
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!
This Sea that bares her bosom to the moon;
The winds that will be howling at all hours,

And are up-gathered now like sleeping flowers;
 For this, for every thing, we are out of tune;
 It moves us not.—Great God! I'd rather be
 A Pagan suckled in a creed outworn;
 So might I, standing on this pleasant lea,
 Have glimpses that would make me less forlorn;
 Have sight of Proteus rising from the sea;
 Or hear old Triton blow his wreathèd horn.

STERLING, July, 1864.

W. W. D.

STYLE.—There is no model style. What is pleasing in the diction of one author disgusts us in a copyist. Every writer is his own standard. The law by which we judge of his sentences must be deduced from his sentences. If the style indicate the character, it is relatively good; if it contradict the character, though its cadences are faultless, it is still bad, and not to be endured. We may quarrel with a writer, if we please, for possessing a tasteless nature, but not with the style which takes from that nature its form and movement.

The tread of Johnson's style is heavy and sonorous, resembling that of an elephant or a mail-clad warrior. He is fond of leveling an obstacle by a polysyllabic battering-ram. Burke's words are continually practicing the broad-sword exercise, and sweeping down adversaries with every stroke. Addison draws up his infantry in orderly array, and marches through sentence after sentence without having his ranks disordered or his line broken. Luther's words are 'half battle'; his "smiting, idiomatic phrases seem to cleave into the very secret of the matter." Gibbon's legions are heavily armed, and march with precision and dignity to the music of their own tramp. They are splendidly equipped; but a nice eye can discern a little rust beneath their fine apparel. Macaulay, brisk, keen, lively, and energetic, runs his thoughts rapidly through his sentence, and kicks out of the way every word which obstructs his passage. He reins in his steed only when he has reached his goal, and then does it with such celerity that he is nearly thrown backward by the suddenness of his stoppage. Jeffrey is a fine lance, with a sort of Arab swiftness in his movement, and runs an iron-clad horseman through the eye before he has time to close his helmet. Talfour's forces are orderly and disciplined, and march to the music of the Dorian flute. Those of Keats keep time to the tones of the pipe of Phœbus. Willis's words are often tipsy with the champagne of the fancy; but even when they reel and stagger they keep the line of grace and beauty. Webster's words are thunderbolts which some times miss the Titans at whom they are hurled, but always leave enduring marks where they strike.

Words are not, when used by a master mind, the mere dress of thought. They are, as Wordsworth has happily said, the incarnation of thought. They bear the same relation to ideas that the body bears to the soul. A thought embodied and embraided in fit words walks the earth a living being.

E. P. WHIFFLE.

MODEL SCHOOLS AND PHYSICAL CULTURE.

DURING the last few years one school after another has been pointed out as the 'model school', and its teacher has been awarded the proud distinction of conducting it successfully. In connection with our Normal Schools we invariably find the 'Model Department'.

The query naturally arises, What constitutes this unquestionably desirable state of things, and how shall we of the rank and file bring our schools to the same standing? Shall we devote all our flagging energies, after regular sessions, to self-culture? Shall we consume midnight oil in examining theories of teaching, governing, and conciliating?

Yea! and much more. Undoubtedly, the highest-cultivation in the teacher contributes largely to the welfare and success of the school; but it is not all. The individual who aspires to conduct a school successfully must be an adept in the art of self-government. He must be able to control all his indignant impulses at the sight of wrong, and fraud, and falsehood, in the miniature society before him. He must possess the power to curb them, and in patience to possess his soul; while in the exercise of calm and well-balanced judgment, with the most perfect composure as well as good nature, he administers justice in a thousand ever-recurring cases, which involve the same principles and require the active exercise of the same discrimination as do those decided by the judge upon the bench. "*Men* are but children of a larger growth."

These apparently trivial matters have more to do with the success of a school than the most approved modes of intellectual instruction. Granting, then, that, beyond intellectual attainments of a high order, the teacher must have all the discretion of a judge, the self-control and fortitude of a Spartan, all the characteristics of a gentleman, added to the most ennobling qualities of a Christian, is he then fitted to teach a model school? Alas! though the highest style of man or woman rule in love over the motley masses of our public schools, the 'model' is yet to be attained.

When the people shall have been educated to a standard which implies an intelligent appreciation of the relations of mind and its bond-man—the body,—and have reached a moral high which shall dispose them to act in accordance therewith, we may have model schools. When people recognize the laws of Physiology as of paramount importance, and have come into a generous appreciation of the laws of

Nature, we may hope for better things. Debauch not the stomach! Suffer not the pores of the skin to become obstructed! Breathe oxygen. These precepts are of the same divine origin as "Thou shalt not bear false witness against thy neighbor"! and "Thou shalt not steal"! Yet many continually violate the one without a scruple, while they profess great reverence for the other.

These laws must be regarded. School-houses must be built on scientific principles. Air must be admitted: not poisoned by a hundred fetid breaths and perspiring bodies, but God's own life-giving oxygen, free as his love. Children must be dressed with a view to fresh supplies of it. Complaints of windows being 'strung open' must cease, and the remedy for an occasional cold be applied in the shape of flannel to protect the shivering bodies of half-clad children, in stead of furious fires and closed ventilators.

When children are allowed fresh air and encouraged to breathe it, one cause of pale faces, hollow chests, and inaptitude to learn, will be removed. When their meals are composed of proper food, given at suitable hours, in stead of at a time when they are liable to be taken asleep from the table and carried to bed, another great predisposing cause of dullness and nervous irritability will be removed. And when the little ones are taught and required to preserve personal cleanliness of the whole body, including teeth, skin, and garments, the fretful impatience and pitiful weariness of the school-room will vanish also. Then, with a skin free to perform its functions, with a brain invigorated by oxygen, and with an active stomach and liver, will come a susceptibility to moral training and physical improvement that will keep in close subjection, if it do not cause to disappear altogether, many hereditary taints.

We have now no such model—no institution from which patrons have removed the insuperable obstacles which at present lie in the path to a model school. The subject of physical culture is worthy the grave consideration of the friends and patrons of our schools, as it has a most intimate connection with their prosperity and our national greatness. In my dispensatory a disordered stomach, headache and peevish ill nature, carbonic-acid gas, sideache, idleness and inattention, closed pores, bad colds and incorrigible stupidity, are synonymous terms.

A child is sent from home in the morning utterly unfit to learn, or to do aught but brew mischief, and the teacher is expected to make due allowance for a very late supper and its consequences, and at the same time make him a model pupil. The process of educating a sickly child is, to me, terrible in the burden it inflicts upon the sufferer. A

grand mistake is made in crediting the school-room with all the ailments of childhood. Most frequently they are engendered in the home from which the child is sent.

What a mistake is made in taking the darling 'out of school', in stead of teaching him to know and obey those laws whose penalties, like those of the Medes and Persians, can not be evaded.

It is a familiar saying that a sick-bed is a poor place for repentance or receiving gospel truth. As with preaching, so with teaching: the good seed will spring up and bear far more fruit if received with a healthy stomach and a clear brain.

The harsh judgments often pronounced upon teachers doubtless proceed, in many instances, from a bilious temperament. Exercise is a cardinal virtue, as late suppers are a cardinal sin; but the 'New Gymnastics' will dispose of the evils arising from the want of exercise in doors, and the children themselves will take care of that out of doors.

Shall we teach the elements of Physiology to the children in our primary schools, or must they wait till they go, with ruined constitutions, to the high school to learn it? There it is most frequently taught with closed doors and windows, and oxygen exhibited in a bottle!

After all, how little we are doing to make the men and women into which we wish these boys and girls transformed—men and women of thoughtful judgment, with sound moral principles, with nerve and stamina to do battle in life; to gain victories over sin and temptation; and to make the world the better for their having lived in it. F.

S P E L L I N G .

EVERY observing man knows that the number of poor spellers, even among those who have received liberal educational advantages, is enormous, and this number, if not actually increasing, is certainly not being rapidly reduced. Those who are accustomed to receive many letters need no evidence of this fact beyond that furnished by their correspondence. A person who had invited a friend to visit him had the pleasure of receiving in reply "I shall be most happy to *except* your kind invitation." Another received a note beginning "My dear *Our*." These are not extreme errors: they are no worse than hundreds with which, perhaps, every reader of the *Teacher* is acquainted.

Since poor spelling is acknowledged to be so prevalent, it seems

proper to inquire for the cause of the evil, and endeavor to discover some remedy for it. It is of far more importance to be able to spell correctly the words of every-day use than to acquire an imperfect acquaintance with the learned languages or a knowledge of Conic Sections. A large share of the responsibility for so much poor spelling rests upon the teachers of common schools. The spelling-exercise is too often looked upon as a thing of small importance, to be crowded into the shortest possible space of time, near the close of the session; and if an exercise must occasionally be omitted, it is the spelling. Indeed, there is almost every where a feeling of too great indifference toward the primary branches, and a disposition to neglect them for the so-called higher branches. This is strikingly exemplified by an incident related by Mr. Northend in 'The Teacher's Assistant'. A young man who had presented himself to the principal of an academy, and desired to be admitted as a student, was very much chagrined on learning that each pupil was required to take part in the spelling-exercise, although he was a very poor speller. He, however, expressed his willingness to do so, provided the words were selected from Webster's Unabridged Dictionary. He thought it would be a disgrace to have the words selected from the reading- or spelling-book.

I am at the present time acquainted with a teacher of a common school who, as I am credibly informed, has not had a spelling-exercise in his school during three successive weeks, and yet has found time to conduct the daily recitations of a class in Latin.

There is a feeling among older pupils that the study of spelling is only for small scholars. The former should be made to feel that this exercise will receive its due share of attention, and at the appointed time; and to feel that the only disgrace is the inability to spell correctly.

Some teachers, when pronouncing a word, place undue emphasis on a particular syllable. Some times this is so strong as to be nearly equivalent to spelling the word. No argument is necessary to show that this is wrong. Each word should be pronounced by the teacher as it would be by the best speakers. Again, pupils are frequently permitted to make two, and some times even three, attempts at spelling a word. This is a more common, and if possible a more pernicious, error than the former. A single trial is sufficient: more than that is simply guess-work and only productive of evil, tending, as it does, to make the pupil superficial and careless in the preparation of his lessons.

Of the two methods, oral and written, we would use neither to the entire exclusion of the other. Each has its advantages. The old system of requiring children to learn to spell long columns of words,

without reference to their meaning, and without reducing the exercise to practice by writing the words, will never accomplish its design. For those pupils who can write I prefer the written method of recitation, with an occasional review exercise, perhaps once a week, conducted orally. With those who have not yet learned to write legibly we are, of course, restricted to oral spelling.

A favorite method of conducting an exercise orally is to pronounce a word distinctly and request the pupil at the head of the class to spell it,—requiring him to pronounce the word first, each syllable as he spells, and the word again when he has finished spelling it. If he misspells the word, or neglects to pronounce a syllable, the next pupil in order is expected to correct the error at once, and without any sign from the teacher that a mistake has been made; if he does not do this, no notice is taken of the omission, but another word is given him to spell, continuing in this way down the class until some one corrects the mistake. Of course, each one who fails to notice the mistake is charged with a word misspelled.

This method requires diligent study, and the closest attention on the part of each pupil during the recitation. All are thus held responsible for the correct spelling of every word in the lesson, consequently all feel the necessity of preparing themselves for the exercise. Again, one pupil does not possess an undue advantage over another, which is not true of the method wherein the teacher passes the misspelled word to the next in order, indicating that an error has been committed; for the one who makes the second trial will be so far assisted by the attempt of his predecessor that he will hardly make the same mistake, even if he does not know the proper spelling of the word.

J. H. N.

FARMER JONES AND HON. JOHN STUBBS ON THE
EDUCATION OF DAUGHTERS.

FARMER Jones takes his daughter to the Female Collegiate Institute, and cautions the Principal against allowing her to pursue the 'highfalutin' studies, as she will probably be only a farmer's wife, and wants only a *solid* education.

Wise old gentleman! He had seen his neighbor Smith's daughters spoiled by a quarter's tuition in French and two quarters at the piano; semi-acquirements wholly useless, he thinks, when they return to the churn and the wash-board. He wishes Nancy's studies,

therefore, to be confined to arithmetic, grammar, and natural philosophy, not quite certain whether even the last-named branch will do her any good. He has a particular aversion to calisthenics, because of its reputed resemblance to dancing; and he wishes her musical training to be confined wholly to psalm-tunes! Nancy is somewhat tried by her father's strict injunctions upon the principal, since she has some little aspiration for a different style of accomplishments, and secretly resolves to learn what she can by looking on.

But the old gentleman has hardly withdrawn from the office of the Principal of the Female Collegiate Institute, when the Hon. John Stubbs is ushered in with Flora Matilda his daughter, and her cousin Maria Angelica. He represents that their mothers had but few advantages fitting them for city society, and had resolved that their daughters should not suffer in the same way. The young ladies had already a good knowledge of the multiplication-table, and could read well enough, and they never would become teachers. Any knowledge of the sciences and mathematics would be wholly unappreciated in the higher circles of society in which they would move, and he desired them to pursue only the ornamental and fashionable branches. They would like to study the easier parts of English Grammar, omitting the analysis and other difficulties. They would take lessons on the piano, if they could commence very soon with 'pieces'. They would also need a quarter in Italian to aid them in the *execution* of the splendid opera-music, in which they were already somewhat proficient.

Was dancing taught at the Female College Institute? If not, they must go into the city twice a week, to continue their lessons, as they must not give up, even for a few weeks, so important a part of their education. Certain other matters of dress and etiquette he hoped the lady-principal of the institute would attend to with great care, as the young ladies were now finishing their education, preparatory to admission into the first society.

Now, wiser men than Farmer Jones have a similar leaning to the *solid branches* for their sons and daughters, and a similar dislike for every thing that smacks of the superficial or artificial. And wiser men than the Hon. John Stubbs have been seduced into the notion that a daughter's education is mainly serviceable as it enables her to make a fair show in the flesh!

How much better the royal mean, which the king of Israel struck when he prayed that his daughters might be as corner-stones, polished after the similitude of a palace; combining in their persons and characters the strength of polished marble and its beauty as well.

The education of our children in either direction, without due regard to the other, must produce distortion and deformity. Let us, then, endeavor to secure for them an education which shall combine, so far as possible, both the solid and the ornamental. While we seek to lay the foundation, let us not fear to erect the graceful superstructure. Let the broad and generous education which we advocate include, with the best intellectual development, whatever may be attainable of æsthetic culture. One is but the appropriate complement, the befitting counterpart, of the other.

Northern Monthly.

THE NEED OF MORE GENERAL CULTURE AMONG TEACHERS.

AN opinion has prevailed, and still prevails to a very general extent, that a teacher needs but a very limited knowledge of a very limited number of books in order to keep a school. "Oh, yes!" says the Rev. Dr. Periwig, a county school-commissioner, "Oh, yes! I have examined Mr. Jones; he is nothing extraordinary, as I supposed from the shape of his head; he will not astonish the world with his wisdom, that's certain; but I guess he'll answer for the Ding-Valley school; the children are small, and not many of them; let him be licensed, and set him to work."

Reverend doctors, as well as other kinds of doctors, are some times very stupid about such matters; and by their tolerance of ignorance in those whom they intrust with the management of schools do very much to degrade the profession of teaching, as well as to injure the youth whom it is their business to aid and protect. Why the Rev. Dr. should pronounce Mr. Jones to be no better than an ignoramus, and, in the same breath, to be good enough to take care of the Ding-Valley school, is a mystery. Now if the Ding-Valley school were infected with the whooping-cough, or the itch, the Rev. Dr. would, perhaps, think the children required the services of a very learned physician, who had graduated at Yale College, had taken two courses of medical lectures at the New-York University, and had practiced in the best hospitals of Paris. It would be awful, in the Rev. Dr.'s opinion, to call in some old woman, or some ignorant quack, to prescribe for a roomful of scratching and half-choked children; but Mr. Jones, 'who is nothing extraordinary', will answer very well to begin the work of educating their immortal minds! It is a matter for public thanksgiving that the Rev. Dr. has preached his last sermon, and that other similar old fogies are dying out.

Common sense has at last declared that in no profession, not excepting the law or theology, does a man require a more general stock of knowledge, or more liberal culture, than in that of teaching; and the declaration is becoming generally admitted; and, as a result, our public schools are rapidly becoming our best and most popular schools.

To make the study of geography interesting and instructive, the teacher must not limit his own knowledge of that subject to the textbook in hand. In connection with it, he should be familiar with astronomy, geology, and, in fact, with nearly all the natural sciences. So, in grammar, it is not enough for the teacher to be acquainted with etymology and the rules of syntax; he must possess that intimate knowledge of language which is to be acquired only by familiarity with the works of the most elegant writers; he must be a student of ancient and modern languages; and should himself practice continually with the pen.

An author is said to be versatile when he employs the truths accumulated from observation, investigation, and experiment, by appropriating them to himself and reproducing them in new and attractive forms. Just so the cultivated teacher employs his treasures of knowledge in presenting them to the minds of his pupils with originality and tact, and showing the harmony which subsists among all branches of learning, and how each forwards and is aided by all.

"To educate a child perfectly," says Channing, "requires profounder thought, greater wisdom, than to govern a state"; and for this plain reason,—that the interests and wants of the latter are more superficial, coarser, and more obvious, than the spiritual capacities, the growth of thought and feeling, and the subtle laws of the mind, which must all be studied and comprehended before the work of education can be thoroughly performed. It naturally follows, then, that those who are intrusted with these immortal minds can not be persons of medium culture.

In speaking of the qualifications of a teacher, some eminent essayist has enumerated the branches, as nearly as I can remember, in which a schoolmaster is expected to be proficient. "A thorough knowledge of the common branches is indispensable. An understanding of pneumatics and chemistry, and of whatever is curious, or proper to excite the attention of the youthful mind; an insight into mechanics, with statistics; geology, or the quality of soils; botany; the constitution of his country and laws; the languages, modern and dead — *cum multis aliis*." This appears formidable, to be sure; and it must be confessed that, were applicants for our public schools to be subjected to an examination upon all these topics, hundreds would go

unemployed. Could our schools be under proper supervision, many of the evils resulting from the employment of incompetent teachers might be avoided; but as long as we have ignorant or indifferent school-officers, we must expect to be burdened with ignorant teachers; and, what is to be deeply regretted, ignorant teachers, in order to conceal their ignorance, are some times constrained to resort to lying; and although liars generally come to grief, their example does not fail to be pernicious. I call to mind a case in point. Paying, one day, a visit to a school, I found a teacher conducting an exercise in reading. A pretty, interesting child, whose face was lighted up with the 'love of learning', read the following paragraph soon after my entrance: "The nautilus is some times gifted with great powers of locomotion; and of those so gifted, the flying squid is a good example." Apparently not understanding what she had read, she returned to the word nautilus, spelled it over to herself, and then asked, "Please, sir, what does that word 'nautilus' mean?" "A nautilus? Oh, certainly," replied the teacher, "a nautilus is a bird inhabiting the Andes mountains." He had no sooner given this piece of intelligence than another little girl, with sparkling eyes, threw up her hand for permission to speak; which being granted, she in the most provokingly-innocent manner cried out, "Oh, teacher! we've got two nautiluses at home. Uncle Andrew brought them, last fall, when he came from sea. They are beautiful shells, all carved with pictures of ships, men, and whales. He says the sailors did it, and that they came up from the deep sea, and sail on the ocean like boats, and carry their pearly houses on their backs."

Of course the teacher had nothing more to add, and will probably not soon forget the information he received concerning the nautilus.

This was an exhibition of ignorance gross enough, to be sure, yet with some opportunity of improving it. But on another occasion I witnessed one, which a subsequent attempt on the part of the teacher to explain only rendered him doubly ridiculous. It occurred at a large meeting of teachers and friends of education, held not many months since. A prominent professor in a polytechnic school, having been announced to lecture, drew from his pocket a written discourse, and commenced reading according to programme. In the course of his remarks, he referred to the war in glowing language; mentioned some of the scholars and men of learning who had sacrificed their lives for the maintenance of the Union and the glory of humanity; and among others alluded to Mitchell, the astronomer and the hero. And at the close of a noisy encomium on this distinguished soldier

and man of science, he exclaimed, "That resplendent asteroid, that most magnificent *star of the sixth magnitude*, has for ever set!"

Doubtless this learned professor, like Charles Lamb, though more pretentious, did not know one star from another; and only guessed at Venus from its brightness.

Similar instances of a want of culture only need opportunity in order to become generally known. Teachers do not read enough, do not know half enough of what is going on in the outside world. Without the largest culture a man must be unfit for the work of teaching—a work than which none is more noble, none more delightful. Indeed,

"Amid all life's guests,
There seems but worthy one—
... to do the children good."

American Educational Monthly.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

MR. EDITOR: I purpose to present a new method for the extraction of roots of all powers, or a method not in general use. It will be found to be easily employed, and in most cases much more convenient than the usual methods of extracting roots of the higher powers. We will premise the following

THEOREM.—Any expression of the form of $1 + \frac{b}{a}$, in which a and b have like or unlike signs, may be resolved into factors of a similar form.

Demonstration.—Let n stand for any positive whole number: it will be plain that we shall have $1 + \frac{b}{a} = \frac{na+b}{na} \times \frac{na+2b}{na+b} \times \frac{na+3b}{na+2b} \times$
 $\dots \times \frac{na+nb}{na+(n-1)b} = \left(1 + \frac{b}{na}\right) \times \left(1 + \frac{b}{na+b}\right) \times \left(1 + \frac{b}{na+2b}\right)$
 $\times \dots \times \left(1 + \frac{b}{na+(n-1)b}\right)$, [A], to n factors. Hence, by reducing any number or quantity to the form of $A^n + B$, such A^n is an exact n^{th} power of A , we shall have $A^n + B = A^n \left(1 + \frac{B}{A^n}\right) = A^n \times$

$\left(1 + \frac{B}{nA^n}\right) \times \left(1 + \frac{B}{nA^n + B}\right) \times \left(1 + \frac{B}{nA^n + 2B}\right) \times \dots \times \left(1 + \frac{B}{nA^n + (n-1)B}\right)$, $[B]$, to n factors. If B be very small in comparison to A^n , then by omitting the terms which contain B in the denominators of the factors of the right-hand member of (B) , we shall have approximately $A^n + B = A^n \times \left(1 + \frac{B}{nA^n}\right)^n$, or, by extracting the n^{th} root, we have $\sqrt[n]{A^n + B} = A \left(1 + \frac{B}{nA^n}\right) = A + \frac{B}{nA^{n-1}}$, $[C]$. It is plain from $[B]$ that $\sqrt[n]{A^n + B}$ will be less than $A + \frac{B}{nA^{n-1}}$, and greater than $A + \frac{AB}{nA^n + (n-1)B}$. To perceive the practical application of what has been demonstrated, we will now take a few examples and apply the formulæ.

Ex. 1. Resolve 2 into two factors, and find its square root. Now, as $2 = 1 + \frac{1}{2}$, we shall have, by putting $a=1$, $b=\frac{1}{2}$, and $n=2$, and substituting in $[A]$, $2 = 1 + \frac{1}{2} = (1 + \frac{1}{4})(1 + \frac{1}{4}) = 1 + (\frac{1}{2} + \frac{1}{4}) + \frac{1}{4} \times \frac{1}{4}$: hence $1 + \frac{1}{4}$ or 1.5, and $1 + \frac{1}{4}$ or 1.3333. are the required factors. Because $\sqrt{2}$ is greater than 1.3333. and less than 1.5, it is easy to see that the first part of it must be 1.41. If we denote the root by $1+x$, we shall have $(1+x)^2 = 2 = (\frac{3}{2} + \frac{1}{4}) + \frac{1}{4} \times \frac{1}{4} = 1 + .5 + .3333. + \frac{1}{16} = 1.8333. + \frac{1}{16}$, or, since $(1+x)^2 = 1 + 2x + x^2$, we shall have $1 + 2x + x^2 = 1.833. + .1666.$, or $2x + x^2 = .8333. + .1666.$, which, by rejecting x^2 and .1666., is reduced to $2x = .8333.$, which gives $x = .414$, and of course we have $x + 1 = 1.41 +$ for the approximate root as shown above.

Since $2 = \frac{(1.41)^2 \times 2}{(1.41)^2} = (1.41)^2 \times \frac{2}{1.9881} = (1.41)^2 \times 1.0059856$, we get, by resolving 1.0059856 into two factors, as before, 1.0029928 and 1.0029838 for the factors. Hence we have $1.0029928 \times 1.0029838 = 1.0029928 + .0029838 + .0029928 \times .0029838$. Rejecting the last product (x^2), we have $2x = .0029928 + .0029838 = .0059766$, $x = .0029883$; whence $\sqrt{1.0059856}(1+x) = 1.0029883$, and $\sqrt{2} = \sqrt{(1.41)^2} + \sqrt{1.0059856} = 1.41 \times 1.0029883 = 1.4142135$, which is true in all its figures.

Ex. 2. Extract the cube root of 48228544.

Since $48228544 = 1000000 \times \frac{48228544}{1000000} = 100^3 \times 48.228544$, it is evident that the extraction of the root is now reduced to that of 48.228544. Also, because 27 is the greatest integral cube in 48, and because $48.228544 = 27 \times \frac{48.228544}{27} = 3^3 \times 1.786242 +$, it is plain that

the extraction of the root is reduced to that of $1.786242+$. To extract the root of this number, we resolve it into three factors, $1.262+$, $1.207+$, and $1.171+$; hence we shall have $1+.6\frac{4}{5}$ for the root. Therefore we get $48228544=100^3 \times 3^3 \times (1+.6\frac{4}{5})^3=100^3 \times 3.64^3=364$, the root being exact.

Ex. 3. Extract the fifth root of 11.

Resolving 11 into five factors, we shall have $11=1+1\frac{1}{5}$, and substituting in [A], it gives $11=(1+2)(1+\frac{2}{3})(1+\frac{2}{5})(1+\frac{2}{7})(1+\frac{2}{9})$ as required. Hence the fifth root lies between the limits of 3 and $1+\frac{2}{3}=1.222+$. Multiplying the factors in the preceding value of 11 together, we shall have $11=1+(2+\frac{2}{3}+\frac{2}{5}+\frac{2}{7}+\frac{2}{9})$ + the sum of the products of every two of the terms $2, \frac{2}{3}, \frac{2}{5}, \frac{2}{7}, \frac{2}{9}$, + the sum of the products of every three of them, etc. Now if we denote the fifth root of 11 by $1+x$, we shall have $(1+x)^5=1+5x+10x^2+10x^3+5x^4+x^5$, which is exactly of a form like the preceding value of 11. Hence, if we equate the corresponding terms, we shall have $5x=2+\frac{2}{3}+\frac{2}{5}+\frac{2}{7}+\frac{2}{9}=3.5745$, or $x=.7149$.

Again, if we take the sum of the products of every two of the terms $2, \frac{2}{3}, \frac{2}{5}$, etc., we shall have $10x^2=2 \times (\frac{2}{3}+\frac{2}{5}+\frac{2}{7}+\frac{2}{9})+\frac{2}{3}(\frac{2}{5}+\frac{2}{7}+\frac{2}{9})+\frac{2}{5}(\frac{2}{7}+\frac{2}{9})+\frac{2}{7} \times \frac{2}{9}=4.0207$, which shows that the preceding value of x is a little too great, and that its true value lies between .6 and .7, so that 1.6 are really the first two figures of the root. Since $11=1.6^5 \times \frac{11}{1.6^5}=1.6^5 \times 1.049041+$, we have to extract the root of 1.049041, which, by the foregoing method, will be found to be 1.00962. Therefore we shall have $\sqrt[5]{11}=1.6 \times 1.00962=1.61539+$, which is correct to five decimal places.

These solutions are only given to point the student onward, as

"Labor omnia vincit."

M. J. V.

SOLUTION.—96. The maximum circle that can be inscribed in the elliptical quadrant ABC will evidently be tangent to the semiaxes AB and AC. This being premised, let O represent the centre of the required circle, and P the point of contact common to the ellipse and the circle; then PE will be normal to the ellipse, and AO will bisect the right angle A. By taking A as the origin of the rectangular system of coördinates, and putting $AB=25=a$, $AC=20=b$, and $AF=FO=OD=DA=r$, we have for the equations of the ellipse and circle $a^2y^2+b^2x^2=a^2b^2\dots[1]$, $(x-r)^2+(y-r)^2=r^2\dots[2]$. From Equation [1], $\frac{dy}{dx}=-\frac{b^2x}{a^2y}$; from Equation [2], $\frac{dy}{dx}=\frac{x-2}{y-2}$; and, since the ellipse and the circle have a common tangent at P, these values of $\frac{dy}{dx}$,

each of which is the tangent of the angle that a tangent-line at P makes with the axis of x , are equal: this condition gives $\frac{b^2x}{a^2y} = \frac{x-r}{y-r}$...[3]. Since x and y , in Equations [1], [2] and [3], are coördinates of the point P, these equations are sufficient to determine x , y , and r . From [2] we obtain $r = x + y \pm \sqrt{2xy}$...[4]; from [3], $r = xy \left(\frac{a^2 - b^2}{a^2y - b^2x} \right)$...[5]. By equating the values of r , given in [4] and [5], and putting ny for x in the resulting equation, we obtain, after a few obvious reductions, $n^4 - 2n^3 + 2\frac{a^2}{b^2}n^2 - 2\frac{a^4}{b^4}n + \frac{a^4}{b^4} = 0$...[6]. Equation [6] has only two real roots, viz., $-n = .755201803476$, and $n = 1.425008298697$. The first of these values of n being employed, we find, by combining [1] and [5], $r = 9.007690917112$ for the radius of the inscribed circle; the second value of n being employed, we find, in a similar manner, the radius of the circle tangent to the elliptical quadrant *externally* and touching AB and AC produced.

Literary Institute, Nevada, N. Y.

SHER B. EVANS.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE CHICAGO SUPERINTENDENCY, AGAIN.—Considerable feeling exists in the city at the action of the Board in going outside the city corps of principals for a Superintendent, even though thereby so able a man as Mr. Pickard was secured.

Dr. Eddy, in a late number of the sterling family paper the *Northwestern Christian Advocate*, which he edits, says of this action:

"It has pleased the honorable Board to select as the successor of Mr. Wells the State Superintendent of Public Schools of the State of Wisconsin. We are glad it is no worse, for we supposed that the majority of the Board could see nothing good out of Massachusetts! We are saved the mortification of having an Eastern importation to be placed over the heads of Western teachers. But to the teachers who have been at the head of our schools the mortification is scarcely less when the Board assumes, as it seems to, that not one of them is competent to supervise the schools of the city; when it writes 'found wanting' of the whole corps, and brings a stranger from another state as their superior, we object to the proceeding as calculated to destroy the *esprit du corps* which should exist among the teachers. Each principal should feel that he has ultimate promotion to the superintendency before him; and, in our opinion, the superintendent should be chosen for a term of years from the teachers of the city schools.

"But if the Board is right in its uncomplimentary estimate of our city teachers, it is mortifying to state pride that not among all the teachers of Illinois could

there be found a successor to Mr. Wells! They feel it, and the action of the Board has a tendency to arrest the growth of state educational interests.

"The gentleman chosen is doubtless every way competent, perhaps as competent as any of our city teachers; but he fills an important position in the noble State of Wisconsin, where his services are needed, and we must consider his election here one of the blunders the present Board is not unused to making."

THE CONVENTION REPORTS.—We are indebted to our friend A. P. Stone, of Plymouth, Mass., for the report of the American Institute, and to our Mathematical Editor, S. H. White, Esq., for the report of the National Association. The latter we publish in this number of the *Teacher*; the former is unavoidably deferred till next month.

MRS. MARTHA S. ROOTS.—The local paper thus speaks of our friend Roots's sad sad bereavement:

"The Loyal League only express the sentiments of the whole community when they say 'We have sustained a serious loss.' Kind, true, noble, and generous, she was beloved by all who knew her: young people loved her with filial affection, and the aged revered her with sincere gratitude: not a family in the community where she resided but were grateful to her for kind offices in sickness and trial.

"Old and young, mournfully desirous of paying a tribute of respect, came to weep over her bier, and it is said that the funeral procession was the largest ever seen in the county. She has gone, but the memory of her will never die and the influence she exerted will never decay; for truly 'she allured to brighter worlds and led the way.'"

PERSONAL.—We committed an error in our last number in announcing that Mr. Alex. M. Gow, formerly Editor of the *Teacher*, had been commissioned an officer in the *Corps d'Afrique*. This announcement was unauthorized by him, and is incorrect. The Messrs. Gow are engaged, at a liberal advance of salary, to remain at Rock Island, where they have been laboring for the past two years.

THAT LAST SENTENCE.—The *New-York Independent*, in copying Mr. Chase's letter withdrawing his name from the field as candidate for the Presidency, says "Mr. Chase's brief but eloquent letter is worthy of the pen that supplied to Abraham Lincoln the last and golden sentence of the Proclamation of Emancipation."

The last sentence of the Proclamation of Emancipation reads thus:

"And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind and the gracious favor of Almighty God."

LET all men know this and keep it in mind always, that a single, narrowest, simplest duty, steadily practiced day after day, does more to support, and may do more to enlighten, the soul of the doer, than a course of moral philosophy taught by a tongue which a soul compounded of Bacon, Shakspeare, Homer, Demosthenes, and Burke, to say nothing of Socrates and Plato and Aristotle, should inspire.

JOHN WILSON.

"I HAVE always been astonished", said Mrs. Smith, "at the anxieties of young ladies for beaux; but I never pitied a female more than when Miss Mountfathers left my school. Seeing her gazing toward the sky, I asked her what she was looking at. 'That beau', said she, 'which is told of in Genesis as being seen in the cloud. I wish he'd come down.'"

It takes a great man to own that he has been in error. Rather than do this, some people prefer to perpetuate a wrong by bestowing undeserved censure.

EIGHT thousand school-houses have been erected in Russia since the emancipation of the serfs took place. There's an opening for school-book agents.

THAT was an inquiring young mind that asked the schoolmaster where all the figures went to when they were rubbed out.

NATIONAL TEACHERS' ASSOCIATION.

SIXTH ANNUAL MEETING, AT OGDENSBURG, NEW YORK.

THE Sixth Annual Meeting was opened at 10 A.M., August 10, Wm. H. Wells, Esq., of Chicago, presiding. After an appropriate and earnest prayer by Rev. L. Merrill Miller, a song of welcome was given, with fine effect, by the Ogdensburg Musical Association, under the direction of Prof. H. S. Perkins. Col. R. W. Judson, on behalf of the Board of Education and the citizens of Ogdensburg, gave a hearty and earnest welcome. He spoke as follows:

"In behalf of the Board of Education, the citizens of Ogdensburg, and the friends of education, it becomes my pleasing duty to welcome the delegates of this convention to our village. There is no work more noble, no object more beneficial, no duty stamped with more importance to the age and the nation, than this large and intelligent convention is assembled to perform. Embracing some of the finest minds in the profession, gathered from all parts of our land, representing the manifold institutions of learning throughout this country, we can but expect that the deliberations of this body will be of great influence and vital importance in the noble work of educating our youth.

"You have been called together by worthy motives—to establish and promote a more enlightened and enlarged system for the diffusion of knowledge and improvement to mankind. To those from New England, whose institutions of learning have long occupied a preëminence above all others in their standard of scholarship and literary attainments, whose schools and universities are the hope and pride of our country, we bid a kindly welcome. To the great West, whose ardor and interest in this noble work are unsurpassed, and whose different localities are represented upon this occasion by some of the most experienced and distinguished in their profession, we tender a joyous welcome. From the busy, bustling North, the distant South, and the giant central portion of our land, able delegates have found their way, to present their views and show their zeal in the important questions to be considered. To each and to all we bid a hearty welcome.

"I believe but a few years have elapsed since your organization, but your influence is already felt far and near. Teachers are seeing the necessity for such an association—of periodical gatherings for the exchange of views, and for the mutual improvement of all. Men of enlarged ideas and great minds are becoming interested in these annual gatherings; and as I look upon the cluster of faces before me, I can but feel proud of my nationality. There never was, and probably never will be, a time in the history of our country, when our efforts were more needed, and satisfactory results harder of attainment. Our country stands faint and bleeding, struggling for its very existence. In many parts of our land, near the busy active scenes of strife, schools and colleges, and, in fact, the very interests of education, are entirely neglected and forgotten. These evil influences will be felt all over our land, and a great and solemn duty devolves upon the friends of education to check any influences tending to decrease its importance, and see that its blessings are diffused far and near.

"To successfully resist these dangerous elements the coming generation must possess an extraordinary degree of virtue and intelligence. The education of our youth, the infusion of correct ideas into the minds of the young, are the great means by which so glorious an object can be attained. To further this truly noble purpose and effect so desirable an end you are called together.

"It is, then, with feelings of joy and pride that we welcome you in our midst, not only as scholars and teachers and friends of education, but as patriots, philanthropists, and Christians. Welcome! friends of this great work. It is indeed a cheering sight to behold such a body, representing the sentiments and feelings of so many different localities, assembled to perform a work so arduous and noble. It raises the drooping spirits of the despondent and infuses all with renewed hope and belief in the safety and perpetuation of our beloved institutions, that, not only is our faith unwavering in the successful happy issue from our difficulties but that it is the firm determination of our people, by the blessings of education and knowledge diffused all over our land, to provide against any similar disaster and raise the nation to a yet higher standard of greatness and glory than its most ardent patriot dare hope.

"I know I but echo the true feeling of every one present in the earnest wish that our fondest hopes may soon be realized, when peace — honorable, permanent peace — may again return to our distracted land, when, with united heart, we can all exclaim:

"The good ship Union's voyage is o'er,
At anchor safe she swings,
And loud and clear, with cheer on cheer,
Her joyous welcome rings.
Hurrah! hurrah! it shakes the wave,
It thunders on the shore,
One land, one heart, one hand, one flag,
One nation evermore."

"Then will education, with the arts and sciences, attain the very acme of perfection.

"I trust your meeting will be beneficial and your stay among us pleasant. Again, I bid you welcome, a hearty welcome all, to our place and our homes."

Mr. Wells briefly and pertinently returned thanks.

A communication was read from the New-York State Teachers' Association, uniting in welcoming the National Association to the state; expressing sympathy, and pledging coöperation in its labors, and accrediting the following list of delegates:

Prof. Edward North, A.M., Hamilton College; Prof. Charles Davies, LL.D., Columbia College; James Cruikshank, LL.D., Editor of the *New-York Teacher*; Edward Danforth, A.M., Superintendent of Schools, Troy; W. N. Barringer, Troy; J. B. Thomson, LL.D., New York; Miss Emily A. Rice, Central School, Buffalo; Prof. J. M. Watson, A.M., New York; Warren Higley, Auburn.

President Wells then delivered a highly instructive and practical address, suggesting important matters for the consideration of the Association.

The article of the Constitution relating to membership was read. Applications for membership are to be made to the committee, consisting of Dr. Cruikshank, Mr. Bennett, and Mr. Bulkley.

On motion of Dr. J. N. McJilton, of Baltimore, the communication of the State

Association was referred to a special committee. The chair appointed Dr. McJilton, Mr. Bulkley, and Mr. Hagar.

Mr. Danforth, of Troy, was appointed Assistant Secretary.

Mr. S. H. White, of Chicago, was appointed Treasurer *pro tem*.

Adjourned to half-past two.

Afternoon Session.—The Association met at half-past two o'clock.

A song was given with fine effect by the Quartette Club.

Rev. Dr. McJilton, Prof. S. S. Greene, and J. W. Bulkley, were appointed a committee on the President's Address.

A paper by Rev. Dr. Hill, President of Harvard University, on the subject 'A Professor of the Science of Education should be appointed in each important College and University', was read by the Hon. John D. Philbrick, of Boston. A spirited discussion followed, participated in by Rev. President Sears, Dr. Davies, Dr. J. B. Thomson, Rev. Dr. McJilton, Mr. Philbrick, Mr. Hagar, and others.

Dr. McJilton, from the Committee on the President's Address, reported the following topics for discussion:

1. The proposition to change the Constitution so that meetings shall be *biennial* instead of *annual*. 2. That the Association be divided into sections, each to have charge of special subjects. 3. The methods of teaching.

Considerable debate ensued upon the first topic, when it was made the special order for the opening of the evening session.

Dr. Cruikshank reported the following names of candidates for membership:

Prof. Charles Davies, LL.D., of Columbia College; Rev. R. Cruikshank, A.M., Potsdam, Pa.; Rev. J. S. Lee, A.M., St. Lawrence University; T. F. Mickston, Hastings, Minn.; W. N. Barringer, Troy; Geo. N. Bigelow, Normal School, Framingham, Mass.; Prof. B. F. Tweed, Tufts College; Wm. A. Mowry, High School, Providence, R. I.; H. D. Worcester, Mass.; George A. Walton, Lawrence, Mass.; E. H. Brown, Hammondsport, N. Y.; Augustus Wing, Randolph, Vt.; J. W. McLawry, Hammondsport, N. Y.; Wm. M. Brooks, Tabor, Iowa; P. Bradley, Rochester, N. Y.; Herbert B. Cushing, Boston; Merrick Lyon, University Grammar School, Providence, R. I.; V. H. Deane, Randolph, Mass.; J. W. Hunt, Newton-Centre, Mass.; Albert Harkness, Ph. D., Brown University; Wm. Brush, President Upper-Iowa University, Fayette; Simon Barrows, Des Moines, Iowa.

Rev. L. Merrill Miller was elected an honorary member.

Adjourned till 7½ p.m.

Evening Session.—Association met at 7½ o'clock. An informal vote was taken on the proposed amendment to the Constitution, and the amendment was lost. The subject was postponed to next year.

On motion, the following committee was appointed to nominate officers:

D. N. Camp, of Conn.; S. S. Greene, of R. I.; J. D. Philbrick, of Mass.; J. W. Bulkley, of N. Y.; J. N. McJilton, of Md.; D. F. Wells, of Iowa; C. S. Pennell, of Mo.; Z. Richards, of D. C.; J. F. Eberhart, of Ill.

Announcements were made in regard to return tickets.

After a song from the Musical Association, Rev. Dr. McJilton read a paper on the establishment of free schools. At the close of the paper, the formal meeting of the Association adjourned, and the time was spent socially till 10 o'clock.

THURSDAY.—The Association met at 9 o'clock, and the session was opened with prayer by Rev. Dr. Sears, of Providence, R. I.

All lady teachers present were elected honorary members.

A song was sung with fine effect by the pupils of the Musical Normal School. Prof. Perkins also exhibited the proficiency of the class in the elements of music. The exercises were well received by the Association.

Hon. J. S. Adams, of Vermont, moved that all State Educational Associations be invited to send delegates to this body.

The Secretary presented the credentials of Mr. Robert Anderson, delegate from the Upper-Canada Association. Referred to Committee on State Associations.

The Report of the Committee on the President's Address was taken up, and elicited considerable discussion, especially the topic relating to the teaching of English Grammar.

The following question was taken up for discussion: 'What improvements need to be introduced in methods of teaching the ancient languages?' This was ably debated by Prof. Harkness, Dr. Sears, Mr. Weller, Mr. Lyons, and Rev. R. Cruikshank, and others.

Song by Prof. Perkins.

Dr. H. B. Wilbur, of Syracuse, read a paper on Object Teaching. This was an able critique on the method of the Home and Colonial Training School, as practiced in the schools of Oswego.

Adjourned till 2½ P.M.

Afternoon Session.—After a song by the Normal Class,

Prof. Camp, from the Committee to Nominate Officers, reported, and the officers for the ensuing year were elected, as follows:

For President—S. S. Greene, Providence, R. I. *For Vice-Presidents*—Richard Edwards, Bloomington, Ill.; S. P. Bates, Harrisburg, Pa.; G. F. Phillips, New Haven, Conn.; F. P. Williams, Madison, Wis.; D. Franklin Wells, Iowa City, Iowa; A. J. Rickoff, Cincinnati, Ohio; C. S. Pennell, St. Louis, Mo.; G. W. Hoss, Indianapolis, Ind.; J. W. Bulkley, Brooklyn, N. Y.; D. B. Hagar, Jamaica Plains, Mass.; J. M. Gregory, Ann Arbor, Mich.; E. P. Weston, Gorham, Me. *For Secretary*—W. E. Sheldon, Boston, Mass. *For Treasurer*—Z. Richards, Washington. *For Counselors*—Abner J. Phipps, Mass.; Merrick Lyon, Providence, R. I.; J. S. Adams, Burlington, Vt.; C. P. Otis, Rye, N. H.; D. N. Camp, New Britain, Conn.; James Cruikshank, Albany, N. Y.; J. N. McJilton, Baltimore, Md.; E. E. White, Columbus, Ohio; S. H. White, Chicago, Ill.; J. G. McMynn, Racine, Wis.; Wm. Brush, Fayette, Iowa; T. F. Mickston, Hastings, Minn.; I. T. Goodnow, Topeka, Kansas; C. F. Childs, St. Louis, Mo.; E. A. Grant, Louisville, Ky.; B. L. L. Brown, New Orleans, La.; Joseph Holden, Stockton, Cal.; J. C. Shortridge, Indianapolis, Ind.; R. Cruikshank, Potsdam, Pa.

The Treasurer rendered his report.

On motion of Mr. Adams, members were invited to volunteer to be assessed for \$5 each to pay the indebtedness. There was thus raised \$180.

Dr. Wilbur's paper was then taken up, and elicited a most animated discussion. J. W. Bulkley, Superintendent of the Brooklyn Schools, then read a paper on Town, County and State Associations.

Adjourned.

Evening Session.—At the opening of the evening session, Messrs. E. Danforth, of Troy; D. B. Hagar, of Boston; J. F. Eberhart, of Chicago, were appointed a Committee on Closing Resolutions.

On motion of Dr. Cruikshank, Mr. Robert Alexander, of New Market, C. W., a delegate from the Upper-Canada Association of Teachers, was invited to the platform, and addressed the Association, giving an interesting account of the school-system of that province.

After a song from the Musical Association, Dr. Cruikshank presented the following names of candidates for membership:

Joseph Holden, Stockton, Cal.; Franklin S. Howe, Watkins, N. Y.; Alphonso Wood, Brooklyn, N. Y.; E. D. Weller, Oswego, N. Y.; Ira O. Kemble, Oskaloosa, Iowa.

These gentlemen were elected members.

Hon. S. P. Bates, Deputy Superintendent of Schools, Pennsylvania, was then introduced, and delivered a lecture on Liberal Education. It was an able and exhaustive statement of this most important subject.

The Musical Association then entertained the Association with choice music.

FRIDAY.—The meeting was called to order by Vice-President Wells, of Iowa, in the absence of the President. Prayer was offered by Prof. Brush, of Iowa.

S. H. White, of Chicago, read a sensible paper on 'A National Bureau of Education should be established by the Federal Government'. First: State systems are distinct from each other. Second: Education should be nationalized. Third: Such a bureau would give character to our educational system. In the discussion of the above topic, Dr. Barnard stated that there was a Bureau of Agriculture, and inquired if the culture of *souls* was not as important as the culture of the *soil*.

Next came a fervent appeal by Dr. Barnard, on his favorite theme, 'Competitive Examinations should precede appointments to places of official trust'. Such places of trust are, under our government: West Point, Newport, clerkships at Washington, and diplomatic appointments. The system has been practiced in China for a thousand years, and has been the only conservative element of the government. So in France and England. But barefaced cheating has been practiced upon the people of this country by the abuse of examination. Five cases are *known* where members of Congress sold their privilege,—in one case for \$1,200.

The failure at West Point is owing to a *want of the proper material*. The Professors at West Point are as fine as any in the world, but the country do n't have a chance to avail itself of them. Fifty per cent. of those who enter the Academy are obliged by *lack of brains* to leave before graduating. There are some *congressional districts* in New York which have never succeeded in getting a graduate through.

Dr. Davies, of Columbia College, a graduate and long a Professor at West Point, said that although it is only necessary to read, write and cipher, 15 per cent. of those who present themselves for admission are rejected, and of the remainder 60 per cent. are rejected before graduation. There is less fibre of intellect each year, and the ability of the school is 25 per cent worse than it was 35 years ago.

The afternoon was devoted to short speeches from representatives of the different states, giving the status of education therein.

After testimonials to the exceedingly hospitable reception of us by the people of Ogdensburg, and the induction of President Greene, the Sixth Annual Session was adjourned for one year.

One of the happiest features of this very successful meeting was the social levee at Eagle Hall this evening, where a large representation of the citizens met the teachers in social intercourse. President Greene filled the chair with grace, and speeches were made by Col. Judson and Hon. Preston King, of Ogdensburg, and by Dr. Sears and others of the Association.

LOCAL INTELLIGENCE.

STATE TEACHERS' INSTITUTE.—The State Teachers' Institute is a success, an established fact. The first day the elements seemed to conspire against it, but to no purpose: in spite of wind and rain, twenty-eight teachers were present. The next day the number was swelled to seventy-eight; and the roll has been constantly growing ever since, until it has reached nearly one hundred and thirty. Of course, some have been obliged to go away; but the average attendance has been about eighty.

A willingness to work has been a marked characteristic of the Institute. Beginning with a session of five hours a day, they soon voted to meet both forenoon and afternoon, and have not even been ready to play on Saturday. Tardiness and absence have been strictly marked.

The exercises have been conducted, for the most part, by those instructors of the Normal University who have been present: by Mr. Edwards in Reading and the Theory and Art of Education; by Mr. Metcalf in Vocal Analysis and Written Arithmetic; by Mr. Hewett in Mental Arithmetic and Geography; and by Mr. Pillsbury in Derivation of Words and Free Gymnastics. Mr. Wilber, of the Natural-History Society, has given a course of lectures on the Physical Geography of Illinois. Mr. Palmer, one of the principals of the Academy of Music to be held here during the month of September, came to-day, and will remain until the close of the Institute. Mrs. McGonegal, of Davenport, Iowa, has conducted exercises with a class of little children from the neighborhood, illustrative of the methods of Intuitive Teaching as practiced at Oswego, N. Y. Excepting in the last case, the instruction has been free of expense. There have been essays and discussions on Grammar by the members of the Institute. Lectures have been given by the Hon. J. P. Brooks, State Superintendent of Public Instruction, and by members of the Normal-School Faculty. We have had one good 'Sociable', and we shall have another on Thursday night.

So much for what we are doing. I said above that a willingness to work has been a marked characteristic of the members of the Institute. The great value of this work has not been alone in the persistence with which the 'why' and 'wherefore' of every step have been called for, but in the further question so constantly heard—'How do you, or how will you, present this to your pupils?' and in the animated and often able discussion which this question has provoked. Let us look at this point a little, and see why such discussion is peculiarly valuable here. The teachers here present are from all parts of the state; thirty-seven counties are represented. This alone would give great variety and wide scope to any such discussion. But the teachers of this Institute are not representatives of Illinois alone: they are from all parts of the Union; and they might without any impropriety be called a National Teachers' Institute. I hardly need draw the conclusion. It is impossible, when one hundred and thirty teachers from all parts of the country, with zeal enough for their profession to give up a large part of their vacation, which they so much need, have met together and spent four weeks in hard, earnest, unremitting toil, that the results of such a meeting should not be good.

The want of such an Institute, such an opportunity for intercourse and drill, has been long felt, and various propositions have been made; but while the discussion has been going on the thing has been done, and well done, I think will be the verdict of all here.

Shall not, then, this State Teachers' Institute, begun so feebly last year, so successful this year, become permanent? L.

Normal University, August 22, 1864.

CARROLL COUNTY.—The Institute was held April 5th, at Mt. Carroll. The attendance was small, in consequence of the continued rainy weather. As it was, the average number in attendance most of the time during the three and a half days of session was about twenty-four or twenty-five teachers, who braved the inconveniences of roads and weather. Notwithstanding these unavoidable drawbacks, the Institute was a decided success, giving entire satisfaction to all concerned. The class-exercises, which generally form so prominent a feature of the Teachers' Institute, were well conducted, and were participated in freely and largely by the teachers. The evenings were devoted to discussions, lectures, and essays, of which there was a goodly number, sufficient to occupy pleasantly and profitably all the time that could be spared for this object. The following resolutions, after a warm and spirited discussion, were adopted by the Institute:

Resolved. That a law should be passed by the Legislature of Illinois making it compulsory upon parents to keep their children in school a certain number of days every year, till said children arrive at a certain age.

Resolved. That the School Commissioner ought not to grant to teachers certificates under the second grade.

Resolved. That in our district schools declamation and composition should be made studies of prime importance, and be as rigorously required of students sufficiently advanced as reading and spelling.

Resolved. That the salaries of teachers should be greatly augmented.

Resolved. That we, the members of Carroll County Institute, recommend to the Legislature of Illinois to amend the school law so as to embody the following clause: That the non attendance of teachers at the institutes of their respective counties shall hereafter work a forfeiture of their certificates, or be a preventive from obtaining one of any grade whatever.

The members unanimously tendered a vote of thanks to the School Commissioner, Nelson Fletcher, Esq., for his uniform kindness and courtesy while presiding over the meetings of the Institute.

The Institute adjourned to meet at Savanna, time to be hereafter determined by the Executive Committee. W. H. S.

RECEIVED.—The following new books shall have attention next month: Eaton's Intellectual Arithmetic; Coppee's Academic Speaker; Smart's Gymnastics; Quackenbos's Primary and Elementary Arithmetics and First Grammar; Silbee's Greek Lessons; Harkness's Latin Grammar; and Pinneo's Guide to Composition.

We trust hereafter to be able to give more prompt attention to books for notice than they have of late received.

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[mh-nov]

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Volume X.

OCTOBER.

Number 10.

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ILLINOIS TEACHER.

VOLUME X.

OCTOBER, 1864.

NUMBER 10.

T H E V O W E L S .

ASH, ELLIS, IVIMEY, ONION, AND UNIT. A STORY OF ENGLISH SCHOOL-LIFE.

P A R T II.

THE day the purse was presented to Ralph, when he took leave of us, was a nice little pleasant demonstration in its way. Ellis, the senior Five's man, again addressing him, in the name of his school-fellows, said "We beg your acceptance of this token of our friendship, in proof of the high esteem in which we hold your character; and we all of us, young and old, desire to add our hearty good wishes and prayers for your happiness and welfare in life." Here the orator was interrupted by shouts of 'Hear, hear!' and 'Little Ralph for ever!' "You will find", the orator resumed, "the name of every one of your old school-fellows, except Skinny Jim's, which you won't miss, as he's not in the habit of having his name any where except where he is himself concerned."

Shouts of derisive laughter and hisses received this sally, in the midst of which Skinny Jim, fairly overcome by the contagious enthusiasm of the occasion, and thoroughly ashamed of his own selfish exclusion from its generous fellowship, walked up to Ralph, and pulling out his huge pocket-knife of seven blades, including cork-screw, button-hook, file, and saw, a condensed Sheffield in cutlery, he put it into Ralph's hand for a parting gift, and hoped heartily he would forgive him and accept it. Ralph heartily shook hands with him, and Skinny Jim won a partial vote of applause, mingled with cries of 'Better late than never'. Then Ralph went through the ordeal of a tumultuous shaking of hands with every body, and the same good wishes repeated over and over again, and the same reciprocation on his part.

Finally he received proposals from two of the smaller boys, who loved little Ralph and could n't bear to part with him, to get them a middy's berth apiece on board his ship—the Bellerophon, or Billy Rough'un, as the sailors called her,—for 'they'd quite made up their minds to go to sea with him, and did n't like stopping at school a bit, that they did n't, and would come off as soon as he wrote and told 'em he'd got the captain to make 'em middies.' And so Ralph bid them farewell, his eyes rather red about the lids, as if their lashes had flogged them; but he was going to be a jolly tar and was above crying outright, so he did n't, but manfully kept it in till he could run home, like a squirrel, to his mother; and when he told her all that had befallen him, and the £27, and Skinny Jim's knife, and the two boys who meant to go with him, the widow smiled at the latter arrangement, and she and her orphan wept together tears of joy and gratitude. She felt an honest pride that the boys had made so much of a lad whom nature had made so little of. When the widow and her son and their one little scrap of a servant had their little domestic Ebenezer together that night, before they sought their beds, the mother contrived to put in a petition for the dear boys at school who had shown such great kindness to her own precious Ralph; and the little scrap of a servant felt called upon to respond to the grateful interpolation by an extra amen. They three—the little widow, little Ralph, and the little scrap—were not a little pleased that night, notwithstanding Ralph was going aboard next day. But the ship was n't to sail for a fortnight; so with the help of widow, scrap, and a neighborly needle or two, Ralph's outfit—the school outfit—was finished in time, and the orphan-middy embarked with the heart of a full admiral of the red. The 'Five' accompanied him to Spithead in old Emslie the waterman's boat; and it was amusing to mark the interest which the old man-o'-war's man took in the start of the young middy. His respectful touch of his tarred and painted old hat was a more than usually naval salute of the little customer who so often joined the 'Five' in their holiday boatings with old Emslie. He taught Ralph at once how to splice a rope, and when the boy did it the first splice, Emslie nodded his head to the rest of the 'Five' approvingly, and said "There's a chip o' the old block, gen'lmen—that would n't please the old Liptenant, late of His Majesty's sloop the Lee Sibble (La Cybele), that would n't. Bless him, gen'lmen, he's a sailor born, every inch on him."

When they had delivered Ralph and all his goods and chattels safe on board, bid him good-bye, and left him standing, and looking sad at parting with them, at the port-hole which seemed to frame him like a

full-length portrait, as soon as they had shoved off a respectable distance, the 'Five' gave him a cheer. Old Emslie threw up his hat in the air, and catching it on the feather of his oar, twisted it round, hurrahing at the pitch of his voice. So they left little Ralph to the rough mercies of a life at sea, which he began by a good cry on the port-hole, where no body could see him, not even the friends on the wherry with whom he was parting, with four of whom he little thought he was parting for ever. Ash, Ivimey, Onion, and Unit, he never met again.

The 'Five' stood none the worse in school-repute for this feeling tax upon its pocket-money. Boys are generous enough; touch the right spot, and their hearts open like a spring drawer, that seems to offer you all there is in it, on the spot, like a liberal impulse.

The Vowels deserved their title, for they were constantly linking all sorts of young living consonants together, and turning them into intelligible and well-rounded periods. It is a rather mysterious way of putting it, but I mean to indicate their happiness — useful way of healing old sores, composing passing contentions, throwing in a word of explanation between two disputants who mistook each other, and setting them right with one another, by showing the exact grounds on which they differed or agreed. Young debaters are apt to miss each other's points, to argue inconsecutively, begging the question, or talking beside it, proving too much, or perhaps too little, imparting irrelevant matter, or resorting to personalities, special pleading, declamation, or nonsense. A, E, I, O, U, were as useful, nay as indispensable, to the school as vowels to language. They were the master's right hands, his embodied Briareus, by which he laid hold of the intellects and tempers of the school. Happy the general seconded by such a staff of subalterns! They aided him to organize a first-rate army of scholars. They were his brevet junior masters, exerting the direct influence of young peers on their contemporaries. The plastic force of *æquale ætate* is felt at every period of life, but most of all in impressionable boyhood. Then the moral indentations are cut in deep and lasting.

Dr. Arnold, the Admirable Crichton of the dark ages of public schools, said something to the effect that he never felt he had the right hold upon his school until he thoroughly possessed his sixth form. When he had got his upper boys, by whose influence to let himself down upon the juniors, he realized his possession of the young public mind and heart.

Fortunate is the school which has its set of moral 'vowels'. They determine the language, tone, and entire moral grammar of the young community. They are the tillers to the helm, ever communicating to

the ship the direction, 'wheresoever the governor listeth'. These five youths were the school's recognized peerage in talent and character. They imparted an academical 'ton' which insensibly leavened the mass, and all the more so that, like leaven, it was hidden in its operation. It worked without the consciousness of either party, the leaveners or the leavened. Had they given themselves precocious airs, or ostentatiously assumed the power which they insensibly exercised, it would have provoked resistance. It could only succeed by being involuntary, the natural result of its own intrinsic attributes, like the light, which makes no formal proclamation, but unwittingly allures every body to its welcome shining. Well, we all had a high opinion of the 'Set,' the 'Vowels', the 'Five', or the 'Quintal'. Whatever they were called, no real disrespect was ever intended; for they were the cleverest, foremost, bravest boys in the school, and wore their honors modestly, as all real honors can afford to be worn. They are their own pipers, and want no other heralds.

In due time the Vowels left us for Cambridge; and it is no mere form to say the tone and language of the school suffered much for the want of them. We heartily, and often, wished them back again; could have better spared them gradually, two or three at a time, than all at once. They left the most popular memory behind them of any set of school-fellows I have ever known. If I were a master I would wish no better fortune than to embark with such five lieutenants between me and the crew. Their career at Cambridge was a duplicate of their life at school,—steady, studious, devout, manly; losing no time, missing no fair opportunity, wasting no money, contracting no loose habits, doing every term's work in its term, getting steps at every annual college examination, gaining athletic as well as scientific fame, and pulling a boat up or down the Cam with any crew of their number on the river. They met, of course, with a larger host of literary competitors at Cambridge than at school; but when their degree time arrived, four of them came out within the first twenty wranglers; but Unit, through ill-health, lost time, and only got 19th Senior Optime. Oddly enough, their places ranged with their initials, A, E, I, O, for they ran among the wranglers, Ash, Ellis, Ivimey, and Onion. But if Unit had been more fortunate in health, he would, most probably, have destroyed the alphabetical arrangement, for he had always hitherto taken the lead of them all. True to his name, he had always been number one; but wasting sickness debilitated his frame and interrupted his reading. His spirits gave way from the day he fell short of the degree he had hoped to win. He sincerely congratulated his friends, but his own fate was sealed.

He tried to be resigned to the will of God in the disposal of his academical course, and earnestly sought more submission as one who felt he needed it, but he went home a sad and disappointed man. The friends separated to their different callings: Ash and Ellis to read for the bar, Ivimey for the church, Onion entered the counting-house of his father, who was a foreign merchant; but poor Unit went home to die. The first meeting of the 'Five' after their dispersion at Cambridge was six months after, when they were 'Five' no longer, when they wept together at poor Unit's funeral. -Ash and Ivimey sobbed so bitterly at the grave that the clergyman himself was much affected at the sight of their genuine sorrow. Unit's father invited them to stay with his family for a few days, to smooth down the distress on all sides with conversation about the deceased. Ash and Ivimey consented, but the other two, being unable to do so from their engagements, took their leave. This pathetic incident of their visit after the funeral led, a few years later, to their marriage with two of Unit's sisters. The father of their friend, a Shropshire squire of good family and fair estate, had but three children, and as Unit was his only son, he was not averse to his daughters' bringing into the family two of his deceased heir's dearest friends. I dare say there was a pretty story, if one knew all, connected with this two-fold marriage; but as I never heard the particulars, I must leave the record, bare as it is, except to add the sad statement that poor Ivimey, the clergyman, when the father of four daughters, was drowned in the attempt to save his wife in the capsizing of a boat off Margate; and Ash fell a victim to cholera in his 30th year, leaving a widow and a son the heir to the Shropshire property. But both had maintained throughout their comparatively brief lives the admirable characters which had distinguished them at school. They died early, but they had not lived in vain. The old squire mourned for them both as he had mourned for his son and as they had mourned for their friend. Both deserved all the regret which followed them to their early graves.

Ellis remained a bachelor, and a poor struggler for business at the bar. Now and then his old friend Onion put a will or conveyance in his hands, and begged for him a brief from his father's attorneys. But life went hardly with him, though he bore it bravely. He continued a close student of law, and gradually acquired, in the profession, the reputation of a sound and learned counsel. If he made little money, he gained stores of law; lived frugally at his chambers, and got into no body's debt; coursed through Coke-upon-Littleton on a little ton of coke; digested statutes at large on a stomach occupied with little other digestion; kept up his spirits without the aid

of British and foreign ditto; wrought on, trusted on, and hoped on, till he got on, and Ellis, the barrister, became a name in the courts. Ten successive Christmas-days he had joined his friend Onion's home circle as their most welcome guest, and 'the memory of the Five', of whom two only now were left, had of late years been matter of solemn commemoration. Before the eleventh Christmas had reached its anniversary, poor Onion was no more. He had succeeded his father, at whose death, on fully investigating his affairs, the estate was found to be insolvent, notwithstanding the appearance of wealth which had been assumed for years. The humiliating discovery brought on an attack of heart-disease, which rendered any excitement peculiarly dangerous. Onion junior's uprightness eschewed concealment of the true state of the case. As his late father's partner, he felt himself implicated in the discredit as well as the loss to which he had unhappily succeeded. His moral sensibility was wounded, as it turned out, fatally. Fortunately he had not married, so that he at least had the gloomy satisfaction of suffering alone. No wife and children were wracked with him. He committed his affairs into Ellis's hands, who nobly discharged the trust reposed in him: wound up the business—settled with every creditor at a moderate composition, and then installing his old schoolmate in his own (Ellis's) chambers, comforted, sustained, and watched over him like a brother, and indeed as few brothers would have done. But the young merchant's credit was gone—not indeed with those who were acquainted with the whole affair, but with the world, which judges harshly of the unfortunate. He was reading a paragraph in a leading paper which reflected bitterly on what the writer sneered at as 'his tardy detection of the insolvency of the firm of which he was a partner', when he fell on the floor. Ellis tried to lift him up again to his chair, but 'the silver cord was loosed and the golden bowl was broken'. Onion was numbered with the dead, and Ellis in tears and loud lamentations bent over the corpse of his friend, feeling himself the last of the Five whom God had spared.

The event was greatly sanctified to the lonely barrister. He had always been a singularly correct and moral man, but the voice from four tombs of his contemporaries seemed to call him nearer to God, as if his dead school mates had said in so many words, "Friend, go up higher!" He used often, after business hours, in his lonely chambers, to sit thinking of the companions of his boyhood, the dear fellow students whose admirable example and influence had helped him on in his school and college work, and greatly contributed to the formation of those habits which had stood him in good stead through a

trying and until now unsuccessful life. And now that he had at last won a name, and was rapidly acquiring wealth by his professional emolument, and could have enjoyed so much assembling his attached old friends round his own table, to renew their ancient love and amity, and be gratified by their hearty felicitation on his prospects, not one of them was left. Unit cut off so early by the blight of literary disappointment! Ash and Ivimey, both in their prime, and Onion, under the stigma of commercial failure—"who am I, that I should be spared?" "Friends of my youth, your memories make me sad. The joy of success is spoiled of its relish, for I have no fond, loving old heart to share it with me." He could have given half his large income to have had one of them to help him to enjoy the other.

In one of those solitary retrospective moods he found himself one day embarked in a wherry from Southsea to the Isle of Wight, that he might avoid the steamer, and indulge in the recollections of the days when the 'Five' used to spend a holiday afloat, sailing about the harbor or across to the beautiful island. He was engaged on the following day on an important arbitration between the Ordnance Department and a local proprietor, to assess the value of some land required for the public service. He had come down from town the day previous, to anticipate by a few hours' rest and relaxation the arduous labors and responsibilities of the inquiry. He was chosen arbitrator, and had bestowed immense pains in thoroughly mastering the case. He had sought out and found the same old waterman whom he and his friends had always employed in their boating expeditions. The old man, hale and hardy as ever, still plied his boat from Southsea Beach, and gratified the eminent barrister greatly by recognizing at once his former patron, and addressing him by his name. "Want a boat, Master Ellis?" said old Saltwater.

AMERICAN INSTITUTE OF INSTRUCTION.

THIRTY-FIFTH SESSION.

PORTLAND, ME., AUG. 17, 1864.

THIS society, whose annual convocations have been a source of so much interest and profit to the thousands of able and earnest men and women who are now engaged in the great work of instructing the youth of the country, and so of moulding its future—for, as Lamartine says, 'in the heat of youth lies the future',—commenced its thir-

ty-fifth session this afternoon in the spacious and elegant City Hall of Portland, which had been courteously tendered to the Institute by the city authorities. There was a very large attendance of teachers—about 500 in number,—principally from New England; but representatives of the school interests of New York, New Jersey, Ohio, and other of the Northern States, were also present. The doors of many private houses were hospitably thrown open, and a general disposition manifested by the public-spirited citizens to make the stay of the visitors in their beautiful city as pleasant as possible.

At 2½ o'clock the assembly was called to order by the President, Charles Northend, of New Britain, Conn., and prayer was offered by Rev. Dr. Shailer, of Portland. Mayor McLellan welcomed the members of the Institute and friends to the city, tendering them the use of the public buildings and wishing them a pleasant and profitable meeting. Nathan Webb, Esq., was then introduced, who, in well-chosen words and in an easy and graceful manner, followed up the welcome extended by the Mayor. Hon. E. P. Weston followed Mr. Webb in a few appropriate remarks in the same direction. The President of the Institute responded to the addresses of welcome, thanking the Mayor and other gentlemen for their kind offers and most encouraging words, and proceeded to give his annual address, which gave a vivid history of the past system of education, showing the very great change that has taken place and the interest that has been awakened in popular education. He gave a history of the origin and progress of this and similar institutions, and the very great benefit that has resulted from them. Forty years ago, he said, a very general apathy pervaded the public mind in regard to education, which was indicated by the poor buildings, inconvenient, dilapidated and defaced, which were used as school-houses; the poor pay of teachers; and the want of suitable books and apparatus. The public schools seemed to be considered a sort of pauper establishment, good enough for the children of the poor, but not to be thought of as a place for the education of the affluent. But since the formation of this Institute a great beneficial change had taken place, which he thought might be attributed in good degree to its influence. Five hundred meetings were now held annually by similar institutions, and thirty thousand teachers have participated in their benefits. In 1839 the first Normal School was established at Lexington, Mass. Opposed at first, its value and usefulness soon became apparent, and now similar institutions had been established in very many of the states. Forty years ago educational periodicals were unknown. In 1826 Prof. Wm. Russell established the 'Journal of Education', changed afterward to the 'Annals

of Education'. A few years later the 'Connecticut Common-School Journal' was started by Henry Barnard, and Horace Mann commenced the 'Massachusetts Common-School Journal', not, as he said, because it was *wanted*, but because it was *needed*. But these journals were not long-lived, dying of chill penury and neglect. 1848 marked the commencement of a new era; and between 1850 and 1863 18 educational journals were commenced, 15 in the free states and 3 in the states now in rebellion. Eleven were now published—all in the free states. With all their defects, these journals had accomplished a useful mission, and done much for the promotion of popular education. Among other indications of progress, the speaker referred to the fact that the old and uncomfortable school-houses had given place to commodious and handsome edifices, that opened a pleasant prospect to the eye of the child as he commenced the ascent of the hill of science; to the improved school apparatus; the mild discipline that had been substituted for the sternness and severity of the earlier instructors; the improvement of teachers, and the better appreciation of their services by the public. As, then, the teacher of to-day was called to labor with increased facilities and under more favorable circumstances, it became him to consider the responsibilities that rested upon him. He could not live for himself alone and be guiltless. He had a duty to perform, which was to carry on the great work which had been so well commenced and so far advanced. It must either advance or retrograde. It was a worthy cause: worthy the best efforts of the most devoted men, and of her whose mission was nearest that of the angels. Never were they called upon more loudly and clearly to act than now, 'in the living present'. They were living at a momentous period. The great struggle between liberty and slavery, light and darkness, was now going on; and though at times the powers of darkness seemed to gain the ascendancy, and liberty almost fell bleeding and mangled at the feet of the despot and demon slavery, we yet had never been left to utter darkness and despair; and so surely as to-morrow's sun should dissipate the gloom of the coming night, and with its cheering rays give light and heat to the world, so surely would liberty and knowledge rise to vindicate their sway, and ultimately rule the earth.

The address of the President was followed by a lecture from J. N. Bartlett, Esq., Principal of the Normal School at New Britain, Conn., on 'The Influence of School Life upon Character'. He referred to the weighty responsibility of the teacher, who was now expected and required not merely to discipline the minds, but to cultivate the hearts of his pupils. In order to do this, he must make the children

feel that he was their friend, and his whole life should furnish the evidence thereof. It could not be doubted, Mr. Bartlett thought, that a regular attendance at school had an important influence on the future character of the man or woman. The importance of the inculcation and exemplification of habits of neatness and order was dwelt upon at some length, and also the necessity of instilling a regard for truthfulness and honesty into the minds of children. The speaker also urged upon his hearers the importance of cheerfulness on the part of the teacher, and of a readiness to encourage and even join in the sports of his pupils. The love of country should be instilled into the youthful mind; and in this connection Mr. Bartlett paid a feeling and eloquent tribute to the young men who, inspired by patriotism, had gone forth to defend their country in her hour of danger, many of them to find unmarked graves on which no mother's hand would ever strew flowers. Religious instruction should not be neglected. The one great purpose of the teacher's life should be to perfect his preparation for his work. Though a course of training was absolutely necessary, it was not sufficient. There was a knowledge that could not be obtained from books or preceptors. It was drawn from experience, from acquaintance and sympathy with the young, and from earnest supplications to the Great Teacher. The heart of the true teacher would gather this knowledge from countless sources, and would strive by every possible means to acquire a power and influence for good, and send it with a thrill of magnetism upon the hearts of his scholars.

On motion of Mr. J. W. Allen, of Norwich, Conn., Mr. W. E. Sheldon, of Boston, was requested to act as Treasurer *pro tem.*, the Treasurer of the Institute, Wm. D. Ticknor, Esq., of Boston, having deceased during the past year.

The President then stated that since the last meeting they had lost three officers by death: Wm. D. Ticknor, Gideon F. Thayer, and George Allen, jr., of Boston, and announced the following gentlemen as a committee to prepare the customary resolutions: Messrs. Smith, of Norwich, Conn.; Baker, of Jamaica Plains; and Sheldon and Mason, of Boston. A committee consisting of W. E. Sheldon, Mass.; Chas. Hutchins, Mass.; E. P. Weston, Me.; Geo. F. Phelps, Conn.; J. W. Valentine, N.Y.; Nathan Hedges, N.J.; J. S. Eaton, Mass., was appointed to nominate the officers of the Institute for the ensuing year. The meeting then adjourned to meet at 8 o'clock in the evening.

Evening Session.—Met at 8 o'clock, the President in the chair. The audience was quite large and of the highest respectability.

Messrs. Wood, of Dorchester; Littlefield, of Bangor; Stevens, of Portland; Bartlett, of New Britain; and Putnam, of Boston, were announced as a Committee on Teachers and Teachers' places.

J. D. Philbrick, Esq., then delivered an exceedingly interesting and instructive lecture on the 'Self-education of the Teacher'. He thought competent teachers were the most essential thing in carrying out any plan of education. That system was the best which secured and retained the services of the best teachers. It was self-education, self-formation, that was all-important. If a teacher went out from the Normal School with the idea that he had finished his preparation for his work—if, in putting on the robe of the teacher, he put off the robe of the student,—his labors would be inefficient, and ultimately end in failure and disgrace. Self-education implied self-originating, self-control, and judgment to choose the right path and walk in it. The self-educator must seek wisdom, discipline and knowledge wherever he could best find them, at the same time taking hold of his own mind and giving it direction, in stead of submitting passively to the guidance of others. The first requisite for self-education was a *beau ideal*—the conception of an excellence which was the object desired and sought; just as the production of the artist must exist in his imagination before it is bodied forth in visible form in the speaking marble or on the breathing canvas. Another important requisite to self-formation was self-knowledge. There was no description of knowledge so valuable, and none so hard to be acquired. The teacher would do well to call to mind frequently the advice of the poet:

"Trust not yourself, but your defects to know,
Make use of every friend and every foe."

How often had a want of this knowledge caused failures and disappointments, which had been attributed to malice or ill-fortune! The will-power was the hinge on which all success turned. All processes of education should be made to develop and strengthen that. It was by wrestling with difficulties, by contending with opposition, by continued, strenuous effort, that this would be accomplished. Battles made soldiers. "What I will, I do," said Napoleon; and in this we saw why his soldiers called him a hundred thousand.

The first aim of the teacher should be to form himself as man. In this pursuit, the highest success demanded the highest perfection of man as man, over and above the requisite professional skill. It might be said with some truth that a man was a great gymnast, but he was a gymnast and nothing more; but to say that a man was a great teacher, but merely a teacher, and nothing else, was an absurdity.

When a really superior teacher was found, a superior character, independent of his vocation, was also found. Hence, in the vocation of a teacher, it was of the highest importance to provide for a large general culture, which should secure a harmonious development of the faculties and the formation of a perfect character.

The teacher should know more of a subject than the scholar was expected to learn; should know it curiously, nicely, and in a masterly way. He thought it might be assumed, as a general rule, that no teacher ever became eminent who had not assiduously studied the branches he had to teach. It was only by constant study that the teacher could keep himself from degenerating, to say nothing of making progress.

Another branch of knowledge which was essential to the teacher was that which was more strictly professional. That had been too much neglected. He would admit that there were some men who had a genius for teaching, and who could achieve success without the use of the ordinary means; but geniuses did not come in regiments nor in squads; and there would be a sad prospect for education if they were to depend upon geniuses only for instructors. It was his belief that any person of fair talents, good health, and proper study, might become a good teacher. The secret of success consisted in the study of the art of *How to Do it*.

In this connection the speaker mentioned the writers whom he thought it would be well for teachers to study, embracing a long list, from Plato to Cousin. He recommended also very highly Barnard's 'Journal of Education', and the biographies of Thomas Arnold, Head Master of the Rugby, and David P. Page, First Principal of the New-York Normal School.

Be true to yourselves, said Mr. P., in conclusion, and be true to your profession. Show that you are willing to make the efforts and give up the time and money requisite to fit yourselves adequately for your responsible business. Be wholly devoted to your noble work, and you will hardly fail to be duly appreciated and rewarded by the public; but, however that may be, you will never be without that inner sunshine of the soul, 'richer than spoil of East, barbaric pearl and gold', which always attends the consciousness of endeavoring to do one's whole duty.

'America' was then sung by the audience, and the Institute adjourned, to meet at nine o'clock on Wednesday.

SECOND DAY.—The meeting was called to order at 9 A. M.; the President in the chair. The attendance was larger than at any previous session, the body of the large hall being nearly filled, notwithstanding the unpropitious weather.

The meeting was opened by prayer by Rev. Mr. Colton, of Middletown, Ct., after which the following question was introduced for discussion: 'How may parental coöperation be best secured?'

The discussion was opened by Mr. A. P. Stone, of Plymouth, Mass., who contended that one of the best means of securing the coöperation of parents was to visit and become acquainted with them, and gave an illustration of the practical results of becoming acquainted with the influences that are operating on scholars at home.

Mr. Hedges, of Newark, N. J., agreed with Mr. Stone in the position he had taken, illustrating by facts and circumstances that had come under his own observation.

Hon. E. P. Weston, of Gorham, favored the views of the former speakers, and gave a history of his early experience in teaching.

Rev. Mr. Colton, of Middletown, Ct., W. E. Sheldon and M. C. Hutchins, of Boston, Mass., were inclined to favor the views presented, but thought there were other means to be used in securing the coöperation of parents, one of which was to secure the coöperation of the children, and through them to influence favorably the parents.

Mr. J. W. Valentine, of Brooklyn, N. Y., differed from the other speakers: did not think it the duty of a teacher to spend his time in visiting; thought the parents should visit the school-room if they wished to know whether or not a teacher was doing justice to his scholars.

Mr. D. C. Brown, of Boston, concurred with Mr. Valentine.

Mr. Mowry, of Providence, R. I., did not think the recommendation a practical one: thought it impossible for a teacher to spend much time in visiting who has a school of several hundred scholars; did not believe those who advocated visiting practiced what they preached.

Mr. Stone said he could answer for himself, that he always made it a practice to visit parents, and urged its importance in an able and forcible speech.

At 11 o'clock, according to assignment, a lecture was delivered by Hon. E. P. Weston, on 'Extremes of opinion and practice in Educational Affairs'. He referred, in the first place, to the great difference of opinion in regard to the methods of discipline that should be adopted in the family and school—on the one hand by the strict disciplinarians, and on the other hand by the advocates of the free-and-easy method. It was surprising that the pendulum should have oe-

oillated from the undue severity of earlier times to the other extreme, until now the difficulty was, too often, that too little discipline was to be found in homes; and the indulgence which was granted to children by their parents was expected to find its counterpart in the school-room. The speaker said he was no advocate of the severe method, but he had no sympathy with the milk-and-water theory which maintained that children were but a little lower than the angels, and had only to be allowed to take their own course to come out full-fledged cherubs. He wanted to see a dignified authority, tempered with gentleness, exercised in the family and in the school. He would moderate, in some degree, the rigidity of military discipline which some instructors were disposed to adopt. The school-wheels would run all the better for a little *play*.

There was a wide difference in the public mind, too, in regard to the nature of the studies that should be engaged in: one party crying out for practical knowledge, 'Give us facts'; and the other repeating the old triangular — classics, mathematics, and discipline. The truth was between them: he would have his son acquire both discipline and practical knowledge, and, so far as he could, he would have him obtain them in the same series of studies.

There was also a difference among parents in regard to the solid and ornamental branches. The two classes were symbolized by Farmer Jones and Alderman Stubbs, the former of whom wanted his daughter taught only the solids that would be of service to her as a farmer's wife; and the other would have his child's attention turned principally to French, Italian, music, and dancing, to fit her for the fashionable circles in which she was to move. How much better the royal medium which the King of Israel discovered when he prayed that his daughters might be 'as corner-stones, polished after the similitude of a palace'.

The number of branches that can be beneficially pursued by a pupil was another subject of difference. He had known some pupils who had as many as five or six recitations in a day; and other cases where the scholar pursued only one branch of study during a term. There should be enough variety to relieve the student, but not to distract his attention. In ordinary circumstances, two or three branches were as much as any student could pursue. Our education tended to the shallow and incomplete. He thought a more exhaustive study of fewer branches should be encouraged.

In regard to the best method of instruction there was the same extreme difference. In illustration of this statement, the speaker referred to the various methods of teaching arithmetic and grammar,

arguing here, as in the other case, for the golden mean. There were several other topics in which he found the same tendency to extreme views, more particularly in regard to the amount of assistance that should be rendered by the teacher to the pupil. The principal care of the teacher, he thought, should be to give such assistance as would lead the pupil to the solution of the difficulty for himself, rather than solve it for him. The latter was often the easier course, but it was not for the best interest of the pupil.

In conclusion, the speaker expressed his sympathy rather for the radical progressionists, who went too fast and too far, than for the so-called conservatives, with their faces to the past, struggling with the tide of progress, which would bear us onward. Even a hobby running away with his rider was a better picture than a slow coach lumbering along the dusty highway, the driver and passengers evidently indifferent whether they reach their journey's end at sunset or at midnight. The spirit of the age was bearing us onward. With wise precaution, in the homely phrase of the rough old Texan, let us 'be sure we are right, then go ahead'. [Applause.]

Mr. Sheldon, Treasurer *pro tem.*, reported the entire receipts for the year 1863 as \$322. Balance in the treasury, \$514.74—bills to a considerable amount remaining yet to be paid.

After a few remarks by John D. Philbrick, Esq., in warm commendation of Rev. Warren Burton's 'Helps to Education', the Association adjourned until the afternoon.

Afternoon Session.—The meeting was called to order at 2½ o'clock.

The committee appointed to present a Board of Officers for the Institute for the ensuing year reported the following, which was adopted:

President—B. G. Northrop, Saxonville, Mass.

Vice-Presidents—Samuel Pettes, Roxbury, Mass.; Barnas Sears, Providence, R. I.; Benjamin Greenleaf, Bradford, Mass.; Wm. Russell, Lancaster, Mass.; Henry Barnard, Hartford, Ct.; Samuel S. Greene, Providence, R. I.; Ariel Parish, Springfield, Mass.; George B. Emerson, Boston, Mass.; Nathan Hedges, Newark, N. J.; Zalmon Richards, Washington, D. C.; John W. Bulkley, Brooklyn, N. Y.; Thomas Sherwin, Boston, Mass.; David N. Camp, New Britain, Ct.; John D. Philbrick, Boston, Mass.; Joshua Bates, Boston, Mass.; Alpheus Crosby, Salem, Mass.; Ebenezer Hervey, New Bedford, Mass.; George E. Phelps, New Haven, Ct.; Henry E. Sawyer, Concord, N. H.; E. P. Weston, Gorham, Me.; E. F. Strong, Bridgeport, Ct.; D. B. Hagar, Jamaica Plains, Mass.; A. P. Stone, Plymouth,

Mass. ; Charles Northend, New Britain, Ct. ; B. W. Putnam, Boston, Mass. ; John Kneeland, Roxbury, Mass. ; Daniel Mansfield, Cambridge, Mass. ; T. W. Valentine, Brooklyn, N. Y. ; J. E. Littlefield, Bangor, Me. ; Joseph White, Williamstown, Mass. ; Abner J. Phipps, Lowell, Mass. ; John W. Dickinson, Westfield, Mass. ; Merrick Lyon, Providence, R. I. ; Elbridge Smith, Norwich, Ct. ; Samuel M. Perkins, Brooklyn, N. Y. ; Samuel W. Mason, Boston, Mass. ; Ebenezer Wentworth, Portland, Me.

Recording Secretary — J. P. Averill, Boston, Mass.

Assistant Recording Secretary — Charles A. Morrill, Boston, Mass.

Corresponding Secretaries — T. D. Adams, Newton, Mass. ; Granville B. Putnam, Boston, Mass.

Treasurer — Wm. E. Sheldon, Boston, Mass.

Curators — J. E. Horr, Brookline, Mass. ; Samuel Swan, Boston, Mass. ; Edward Gay, Boston, Mass.

Censors — James A. Page, Boston, Mass. ; C. Goodwin Clark, Boston, Mass. ; Martin L. Stevens, Portland, Me.

Counselors — Charles Hutchins, Boston, Mass. ; J. W. Allen, Norwich, Ct. ; George N. Bigelow, Framingham, Mass. ; W. T. Adams, Boston, Mass. ; A. G. Boyden, Bridgewater, Mass. ; W. A. Mowry, Providence, R. I. ; N. A. Calkins, New-York City ; J. W. Webster, Boston, Mass. ; D. W. Jones, Roxbury, Mass. ; J. N. Bartlett, New Britain, Ct. ; J. S. Eaton, Andover, Mass. ; A. S. Higgins, Huntington, L. I.

The committee appointed to prepare and present a series of resolutions in reference to members of the Institute who have died during the last year severally reported a series of resolutions in memory of Mr. Gideon Thayer, ex-President of the Institute, and teacher at Chauncey Hall, Boston ; of Wm. D. Ticknor, Esq., senior member of the firm of Ticknor & Fields, Treasurer of the Institute ; of George Allen, jr., of the Hancock School in Boston, who was for a long time Corresponding Secretary. Feeling and earnest tributes to the memory of departed worth were pronounced by the committee and others, which were listened to with marked attention, and many eyes were suffused with tears.

At three o'clock a lecture was delivered by J. W. Allen, Esq., of Norwich, Ct. Subject : 'The teacher an agent, and not a servant'.

Mr. Allen commenced his lecture by a pleasant allusion to Maine, of which he said he was a native ; spoke of the importance and responsibility of the position of the teacher, and the necessity of claiming for himself the same independence that is claimed for other professions ; that he was not to go about his work in a servile manner,

but as one master of his profession, acting as an agent for other parties, but relinquishing nothing of his self-respect or manhood; said the character, the prosperity, the weal or the woe of the nation depended on the faithfulness of the educators of the boys and girls. If the boys of South Carolina and Maine had been educated in the same school to any extent, there would have been no rebellion and no war; said loyalty and patriotism should be a part of the education of every scholar and should enter largely into all the exercises of the school in which they can be appropriately introduced; said the teacher's reward was mainly the consciousness of moulding national character and of giving form and rank to the moral and social condition of those who are to guide the ship and manage the affairs of state.

The discussion assigned for 3½ o'clock was postponed to allow an opportunity for friendly greetings and to cultivate acquaintance. The hour spent in that manner was highly appreciated and well improved by the members of the Institute and friends.

The evening session was called to order by the President at 8 o'clock.

Dr. Hart, who was announced to speak, not having arrived, Rev. E. B. Webb, of Shawmut-Avenue Church, Boston, formerly of Augusta, was introduced, who gave a lecture on 'How to make the most of man, or how he can make the most and the best of himself'. He said the highest aim of man was to glorify his Creator; that to glorify his Creator he must call into active exercise and develop fully all his faculties; that, like a steamer treading down the wave, all his machinery must be in good condition and called into full exercise; spoke of the importance of observing physiological laws so as to insure a vigorous constitution and provide a sound body for a sound man; spoke of the mental change of the infirm man and his inability to fulfill his mission and answer the end of his existence; spoke in favor of various physical exercises being introduced into public schools as a means of developing the physical powers and promoting health; said the energies of the body and the mind, if not exercised, lose their power; said the attempt to introduce into schools an attractive system of education, by which the labor of obtaining it is to be removed, will prove a failure; the hill of science will in the future, as in the past, require constant effort to ascend, and it is all the better that it should be so, as it gives exercise to the mental powers and calls out energies and faculties that might otherwise remain inactive; man's province is not to create, but to discover; the man who discovers most makes most of himself, and is enabled to do the most for others; every force and faculty is subject to the moral, and if the moral facul-

ties are not properly developed every man must take a low rank, let his mental and physical developments be what they may.

The lecture of Mr. Webb was delivered in a bold and earnest manner, with frequent sallies of wit and eloquence that brought down the house.

THIRD DAY.—The Institute commenced its session this morning at 9 o'clock, Samuel W. Mason, Esq., of Boston, the Secretary, in the chair. Prayer was offered by Rev. Thos. Newcomb, of Newton, Mass.

Mr. N. L. Stevens, of Portland, extended an invitation to the teachers present to visit the observatory on Munjoy Hill and view the beautiful harbor, and stated that the new school-house on Cumberland and Congress streets, one of the best specimens of school architecture in New England, would be open for their inspection, and also the Natural-History Rooms.

The question 'Should examinations be conducted by the teacher, or by the committee?' was then taken up and discussed by Messrs. Smith, of Norwich; Hagar, of Jamaica Plains; Morley, of Andover; and Prof. Harkness, of Providence. All the speakers agreed that to the teacher belonged the right to conduct the examinations in chief, while it was conceded that school committees not only possessed the right, but that it was their duty, to supplement the teacher's questions with such others as they might think necessary to ascertain the real advancement of the pupils and the method of the teacher. To a general examination by the committee it was objected that very few examiners were found who could bring into the school-room that easy, affectionate and cordial bearing which was necessary to make the pupil feel perfectly at home, and the excitement and embarrassment which arose under such circumstances were almost insuperable obstacles to success on the part of the pupil. The idea of starting on the supposition that the teacher was a rascal, ready to palm off upon the committee shams and humbugs, was deprecated; and yet it was admitted that, since teachers were human, there was a liability to such deception and dishonesty in some cases, which should be guarded against. Mr. Hagar stated that he knew of one school celebrated for its brilliant examinations, whose teacher said to his pupils just before one examination, "Boys, when I put a question to you to-morrow I want you to raise your hands, whether you know the answer or not, and I will be responsible for picking out some one that does know it."

Rev. Mr. Morley spoke in commendation of the method of examination pursued at Phillips Academy, Andover, where the teacher

took the lesson and asked the questions, while the trustees assigned the section in the several text-books in which the pupils should be examined, and asked additional questions if they pleased. In that way a very fair understanding was obtained of what the scholar knew on a particular subject.

Dr. Dio Lewis gave a brief address on his popular system of gymnastics, with illustrations by one of his pupils, which manifestly gave great pleasure to the audience, as they testified by hearty applause.

Prof. P. A. Chadbourne, of Williams College, then favored the Institute with an interesting and valuable lecture on the Relations of Natural History to Education. He said that though Natural History was his department, it was not his hobby. It was an important study, but not the most important. It must come in as a helper to other studies, not to turn them out of doors. He dwelt at considerable length on the general relations of the external world to man, through the senses. Natural History, he said, would relieve the tedium of other studies. It kept the senses and mind alive by their action upon each other. In nine cases out of ten, a pupil of fifteen years of age, who had been properly instructed, would pump the ablest professor of Natural History dry. This branch of study, it was claimed, cultivated the taste and increased the appreciation and enjoyment of beauty, which the speaker thought was too much neglected. We were so trained as to lose the highest enjoyment of the beautiful in our anxiety to secure the practical and put money in our pockets. Not only was pure air shut out from our homes, as if it were a pestilence, but the beauties of the natural landscape were often ruthlessly destroyed. When a man was building a house, the flowers of the bank were uprooted, and the beautiful trees felled by the ax if they did not happen to stand in a row. Teachers had it much in their power to change this; and in the absence of works of art, where should they look for the means of securing this portion of education but to the study of Nature, the original standard of all art?

The study of Natural History, the speaker contended, was valuable as a help to the development of the physical nature. It called men to the fields; and it was difficult for him to see why two hours spent in climbing hills, or rambling in the woods, was not quite as beneficial to health as the same length of time spent in physical exercises under a roof. One peculiar advantage of the pursuit of this knowledge was that a large portion of it could be gained in the very process of seeking health and fitting ourselves for other studies.

In conclusion, the professor cautioned his hearers against a too exclusive devotion to this branch of study. The man who had spent

twenty years of his life in dissecting caterpillars would be very likely, at the end of that time, to know every thing about them; but if that had been his sole work, he would be no larger fragment of a man than he who had spent twenty years of his life in drilling the eye of a needle or sharpening the point of a pin. It was dwarfing and belittling to the mind, and must be guarded against.

Mr. Smith, of Norwich, offered a resolution recommending Warren Colburn's 'First Lessons' to the continued confidence and patronage of the public, stating that the widow of this eminent mathematician was almost entirely dependent on the sale of this little work for support.

Mr. Sheldon said no man could exceed him in admiration for Warren Colburn; but he believed it to be an unwise policy for the Institute to pass resolutions of this kind in behalf of any book, however eminent its author, whether dead or alive. He moved that the resolution be laid on the table, and the motion prevailed.

Reports from the several states were then called for. Hon. Joseph White, State Superintendent of Massachusetts, Messrs. Eberhart of Illinois, Burbank of New Hampshire, Barrow of Iowa, Hedges of New Jersey, Perkins of New York, Cotton of Connecticut, Stevens of Maine, and Rev. Mr. Newcomb, Superintendent of Public Instruction at Hilton Head, S. C., briefly responded, giving an account of the educational condition of their respective states. Progress was represented as the universal rule, and the most encouraging statements were made respecting the interest of the people in this important cause, as evinced by their liberality in providing the means for securing the most competent teachers, convenient school-buildings, and the like. Rev. Mr. Newcomb's account of the condition of things in the benighted region which is now the field of his labor was intensely interesting. He stated that there were one hundred teachers in those portions of South Carolina and Florida now under the control of the national government, and testified to the great eagerness as well as capacity of the freed people for instruction. He fully believed that, if the exertions now making in their behalf could be continued, the people of the North would be ashamed of the bitter and unreasoning prejudice which they had entertained and encouraged against this unfortunate race.

The representatives from Iowa and Illinois having taken occasion to glorify their states for the patriotic and zealous manner in which they had responded to the calls for troops, thereby avoiding the draft, Mr. White said that, while he admitted that they had a right to be proud of their achievements in this direction, still he would remind them that they had made a draft, which commenced ten, fifteen and even twenty years ago, whereby they had drafted the young men of

New England to such an extent that now we had within our borders 300,000 more women than men ; and if the West would send us back those young men, we too would submit to no draft.

Mr. Barrow.—We want the young ladies sent west. [Laughter.]

Mr. White.—Send handsome representatives here from the West, and you shall have them. [Great merriment.]

Mr. Philbrick, of Boston, said it was known to most of the members that efforts had been heretofore made to secure the establishment of an Educational Bureau at Washington, but without success. Believing that the causes which had operated to defeat the measure no longer existed, he would move that a committee of three, consisting of Hon. Joseph White of Massachusetts, Hon. Henry Barnard of Connecticut, and Hon. E. P. Weston of Maine, be appointed to memorialize Congress on the subject. The motion was adopted.

Mr. Cotton, of Connecticut, then introduced resolutions of thanks to the several railroad companies, the Boston and Portland Steamboat Company, the Mayor and the Committee of Arrangements, the proprietors of the Observatory, and the managers of the Natural-History rooms, for their courtesy and liberality to the Institute. The last resolution of the series was as follows :

Resolved, That we close these pleasant meetings and leave these kind hospitalities with regret, and with the hope that this border state of the North may advance with increased wisdom and energy in that upward path of improvement visible in every department of her civil and social life, and with the firm belief and prayer that long ere we shall meet again within her bounds this civil war may be ended, in the only way in which it can be ended, in a peace based on the highest interests of humanity and justice.

The resolutions were adopted unanimously.

The President stated that letters had been received from Hon. D. N. Camp, of New Britain, Ct.; H. E. Sawyer, of Concord, N. H.; Hiram Orcutt, of Brattleboro, Vt.; and B. G. Northrop, of Framingham, Mass., expressive of deep interest in the objects of the Institute, and regretting their inability to be present.

Mr. Sheldon, of Boston, offered a resolution of sincere and hearty thanks to the retiring President and Secretary for their unwearied and successful efforts to promote the interests of the Institute.

The resolution was adopted, and the members then united in singing the doxology 'Be thou, O God, exalted high'; after which the Institute adjourned *sine die*.

WILLSON'S READERS.

In the August number of the *Illinois Teacher* appeared an article with the above heading, which has been read by many of our teachers with considerable surprise, both on account of its *character* and the somewhat unusual manner of its publication. It is a letter from Mr. Oran Faville, Superintendent of Public Instruction of Iowa, first published in the June number of the *Iowa Instructor*, of which Mr. Faville is Editor, and thence copied into the *Illinois Teacher*, and seemingly indorsed by its editor. In this letter, apparently written in reply to an anonymous correspondent, Mr. Faville takes decided ground against Willson's Readers, and assigns his reasons therefor, which we will notice shortly. We will remark, in passing, that Mr. Faville was very ably answered in the August number of his own journal, by Rev. D. V. Smock, Superintendent of Keokuk county. The admission of this reply is an evidence of candor on the part of Mr. Faville, which we are glad to notice.

We believe Mr. Faville, while formerly Superintendent of Iowa, recommended McGuffey's Readers. That he now continues to recommend them excites no surprise, and is a perfectly appropriate exercise of his official functions, to which no one will take exception; and although it is a new thing for a State Superintendent to come out publicly with a written argument *against* an opposing series of school-books, yet we think good will result from Mr. Faville's action; for a full and candid discussion will be sure to elicit truth in the end. The issue involved between Willson's and other Readers is really one of vast educational importance, and should be, and will be, discussed by honest educators on its educational merits alone. The Superintendents of California, Indiana, and Kansas, where Willson's Readers have recently been officially adopted, have given *their* reasons in favor of these books. Mr. Faville is a gentleman of the old school of education—what some of us would perhaps call an *old foggy*; but he is evidently strong in his convictions that the old method of reading-books is the right one; and as Willson's Readers appear to be fast spreading over Iowa, there is perhaps no good reason why the Superintendent, if he thinks their principles objectionable, should not give *his* reasons against them. As our views are decidedly in favor of the readers thus objected to, we propose, here, briefly to review both Superintendent Faville's objections to them and the *educational principles* on which he bases his opposition.

Mr. Faville makes no objection to the early numbers of the series. His first objection to the higher numbers is that they are 'devoted principally to subjects which require the use of technical terms'. In support of this position, he refers to the *scientific* names of animals found in the 'head-notes' of some of the lessons. He also says, "if the pupil is to give these names no attention, they should not be placed *in the lesson*." But these scientific names are *not* in the reading-lessons, and hence, if they do no good, certainly do no harm. They will, however, be of use to many teachers, as the only reliable guides for reference to the same animals described in other books; and for the same reason they *may* be of use to many pupils also, as aids in their subsequent reading. Can there be any harm if pupils thus acquire some little familiarity with the scientific names which are given to animals, plants, etc., in all advanced works on these subjects?

But Mr. Faville objects to the attempt to *popularize* the sciences for the pupils of our common schools, because he deems these subjects appropriate to college students only! This is the great educational fallacy of the superintendent,—the delusion of a by-gone age. The world has been progressing; but the educational principles of Mr. F. are still half a century in the background. Has he not heard of the wonderfully successful efforts, during the past twenty-five years, to impart scientific information to the laboring classes in England, by lectures from scientific men? The great educational problem there has been to popularize science to the capacities of the poor, ignorant, adult laborers. Here we would make a better beginning: we would reach all the *children* in our common schools, and early give them a fondness for, and some familiarity with, those *common things* of every-day life—call it 'science' if you will—which it most concerns them to know. These things have too long been concealed from them under the forbidding cloak of 'science'—merely another name for '*Nature*': but Mr. Willson, in his Readers, would open to them the beauties, and charms, and wisdom of Nature; and explain to them the many lessons of utility found in her vast domain. He would do for *all* the children in our schools just what every intelligent parent does for the early education of his own children. Does not the intelligent parent *talk* to his children on the subjects of *zoology*, and *botany*, and *chemistry*, and *geology*, and *astronomy*, etc., and interest them exceedingly in these subjects?—not under these *names*, it is true, but under the familiar and every-day names of the *animals* that the children see, the *plants* and *flowers* which they gather, the *burning of a candle*, the *pebbles* found by the wayside, and the *stars* that light up the evening sky! Are not these fit subjects for kindling

their enthusiasm, and awakening their emotions? And such are the common, every-day subjects that Mr. Willson introduces into his Readers, but which Mr. Faville thinks should be excluded, as being beyond the capacities of the children in our schools! As Mr. Willson has *popularized* these subjects by his interesting descriptions, by the anecdotes and incidents which he has interwoven with them, by the gems of selected poetry and prose with which he has adorned them, and by the beautiful wood-cuts with which he has illustrated them, he has not only adapted all this vast amount of material to the capacities of the children, but he has also made it intensely interesting to them, as we know from abundant experience. Moreover, this plan, most ably executed, secures, by the additional aid of the 'miscellaneous' selections, all possible variety that can be found in any reading-books.

And here the important educational question arises, Can any knowledge of the many important subjects which Mr. Willson introduces in his Reading-Books be brought home to *all* the children in our schools in any other way? Certainly not. And we must continue to exclude these subjects from common-school education, as Mr. Faville advises, or we must introduce them in just the way which Mr. Willson proposes. Here we present the vastly important educational principle which our teachers are to discuss. We have Mr. Faville's policy on the one hand. It is opposed to progress — and opposed, we believe, to the best interests of the cause of education. On the other hand, Mr. Willson, and the host who advocate the principles contained in his books, propose to enlarge the means of popular education in an indefinite degree; to bring the elements of the most important of all human knowledge easily within reach of the masses: in fine, to lay the foundations, broad and deep, for a higher degree of education *among the people* than has ever before been known.

But we must notice a wrong principle in mental philosophy, brought up in Mr. Faville's article. We are surprised at the position taken by him as an educator, that 'while the attention is fixed upon correctly pronouncing words, and giving proper expression to sentences, the intellect can not be taxed to comprehend *scientific truth*'; for he says "the mind can be intently fixed on but one thing at a time." On these supposed principles he bases an argument against Willson's Readers. Now, 'scientific truth' means, simply, the *truth* or *facts* about any subject in nature. Suppose the reading-lesson be a poem about a plant, or an animal, or a waterfall. Every fact that can be culled from the poem is a 'scientific truth'. Should the pupil, forsooth, be required to read the lesson regardless of the *truths* it ex-

sooth, be required to read the lesson regardless of the *truths* it expresses — regardless of *the meaning* — on Mr. Faville's principle that 'the mind can be intently fixed on but one thing at a time'? In his reading-exercises must the child think of nothing but the 'correct pronunciation of the words', and the 'proper expression'? What is meant by 'expression' but expression of the *meaning*? And how can the child correctly express the meaning, except by mere parrot-like imitation, on Mr. Faville's principle of giving his *whole* attention to 'elocutionary expression' alone? The assumed position is an absurdity. The true principle is — let the pupil first understand *what the lesson means* — whether it be moral, literary, or scientific truths: then, only, will he be able to give the sentences their proper rhetorical expression. And it happens that *scientific truths* — that is, facts and incidents about beasts, birds, fishes, insects, flowers, etc. — the common things of every-day life — are what children most readily understand, and what they are most interested in, in their early reading-lessons.

There are one or two other points in Mr. Faville's article which we intended to notice, but we have occupied sufficient space already. We commend to teachers a thorough examination of Willson's Readers, with special reference to their bearings upon the great and noble cause of *Popular Education*.

GALESBURG, Sept. 15, 1884.

EXAMINER.

THE GEOGRAPHIES AT WAR.

Who shall decide when doctors disagree?

Familiar Quotation.

HAVING occasion not long since to look for the pronunciation of a name in two different geographies, we found their decisions at variance. Curious to ascertain whether this was an exceptional case, with four popular text-books by our side, we entered upon a comparison of their respective vocabularies. For the edification of the brotherhood, a few of the commonest names are herewith submitted.

The Altai mountains are accented on the first syllable by Camp and Warren; on the last by Mitchell and Monteith. Warren, indeed, does give Al-ta'-i as a second form.

That pigmy state in South America is called Oo-roo-gwi by Warren, Mitchell and Monteith; Oo-roo-gwā by Camp.

Those stupendous hills of northern Hindoostan are styled Him-a-li'-a by three authors ; by Mitchell, Him-aul'-i-ah.

Warren says *zeel* for the second syllable of the empire on the Amazon ; the other three, *zil*.

Bo-nus-a-riz declare Monteith and Warren ; Camp, Bo-no-a-riz ; Mitchell, Buay-nos-i-res.

The stronghold that defied England and France so long is, according to Mitchell, Se-bas-to'-pol. The empire of which it is the southern key Camp calls Roo-she-a ; Mitchell, Rush-e-a.

Of the boundary range between France and Spain three of our authors place the accent on the first syllable, but Warren on the last.

Brazil's famous coffee city is given by Camp and Warren as Ri-o-ja-ne-ro ; by Mitchell as Ree-o-jan-ay-ro.

These examples are sufficient to show the diversity that prevails. Our geographers, doubtless, get their information from various travelers, and the different pronunciations may be more or less used. Still, a uniformity is desirable. What shall be the standard ?

Dixon, September.

W. W. D.

KATIE LEE AND WILLIE GRAY.

Two brown heads, with tossing curls,
Red lips shutting over pearls,
Bare feet, white and wet with dew,
Two eyes black, and two eyes blue.
Little boy and girl were they,
Katie Lee and Willie Gray.

They were standing where a brook,
Bending like a shepherd's crook,
Flashed its silver, and thick ranks,
Of willows lined its banks,
Half in sport, and half in play,
Katie Lee and Willie Gray.

They had cheeks like roses red,
He was taller most a head ;
She, with arms like wreaths of snow,
Swung a basket to and fro,
As she loitered half in play,
Chattering to Willie Gray.

"Pretty Katie," Willie said,
And there came a flush of red

Through the brownness of his cheek,
"Boys are strong and girls are weak,
And I'll carry, so I will,
Katie's basket up the hill."

Katie answered with a laugh,
"You shall only carry half."
And then tossing back her curls,
"Boys are weak as well as girls."
Do you think that Katie guessed
Half the wisdom she expressed?

Men are only boys grown tall,
Hearts do n't change much, after all,
And when, long years from that day,
Katie Lee and Willie Gray
Stood again beside the brook,
Bending like a shepherd's crook,

Is it strange that Willie said,
While again a dash of red
Crossed the brownness of his cheek —
"Boys are strong, and girls are weak,
Life is but a slippery steep
Hung with shadows dark and deep.

"Will you trust me, Katie,
Walk beside me without fear?
May I carry, if I will,
All your burdens up the hill?"
And she answered with a laugh,
"No, but you may carry half."

Close beside the little brook,
Bending like a shepherd's crook,
Washing with its silver hands
Late and early at the sands,
Stands a cottage, where to-day
Katie lives with Willie Gray.

In the porch she sits, and lo,
Swings a basket to and fro,
Vastly different from the one
That she swung in years ago —
This is long, and deep, and wide,
And has — rockers at the side.

MARGARET VERNI.

MATHEMATICAL DEPARTMENT.

 CONDUCTED BY S. H. WHITE, OF CHICAGO. (P.O. BOX 3930.)

THE 'WILL' PROBLEM.—"A man at his death, having a daughter in France, and a son in Russia, willed, if his daughter returned and not the son, that the widow should have four-fifths of the estate; and if the son returned and not the daughter, that the widow should receive one-fifth of the estate. Both returned, by which the widow lost, in equity, \$5760 more than if only the daughter had returned. Required, the whole estate and the share of each."

Illinois Teacher, August, 1868.

Remark.—Some modification of this celebrated question may be found in many different arithmetics; but the oldest book in which I have been able to find it is Robert Recorde's Arithmetic, printed in London, A.D. 1614. The first edition was printed A.D. 1540. Recorde speaks of this question as coming from 'elder writers'; and in his book, pp. 345 and 346, it occurs under the 'Rule of Fellowship'. Prof. George Peacock, in his History of Arithmetic, published as one of the treatises of the Encyclopædia Metropolitana, says it occurs in the Arithmetic of Paccioli, better known as Fra Lucas de Burgo, an Italian monk who died in the beginning of the sixteenth century. Peacock speaks as though he thought Paccioli the first who published the question. Paccioli's great work, entitled 'Summa de Arithmetica', etc., was published A.D. 1494, and is the first *printed* treatise on Arithmetic. He is little spoken of by his contemporaries, though he is the oldest writer on Algebra *after* the invention of printing.

First Solution.—The *ratio* of the son's share to that of the widow, by the conditions of the will, is as $\frac{4}{5}$ to $\frac{1}{5}$, or as 4 to 1; and the *ratio* of the widow's to that of the daughter is as $\frac{4}{5}$ to $\frac{1}{5}$, or as 4 to 1; \therefore the son's share is to the widow's as the widow's is to the daughter's, making the widow's share a *geometrical mean* between the shares of her children. Three numbers having the above relation may be found as follows: Let the product of the terms of the ratio $\frac{4}{5}$ represent the *proportional* share of the widow, = 4; divide this number (4) by $\frac{1}{5}$, = 16, = the son's *proportional* share; multiply the same number (4) by $\frac{1}{5}$, = 1, = the *proportional* share of the daughter. Hence the respective shares of son, widow, and daughter, are as the numbers 16, 4, and 1, and their respective shares of the estate would be $\frac{16}{21}$, $\frac{4}{21}$, and $\frac{1}{21}$.

If the son had not returned, the widow would have had $\frac{4}{5}$ of 21 parts, $=16\frac{4}{5}$; but by his return she lost $16\frac{4}{5} - \frac{4}{5} = 12\frac{4}{5}$ of the estate, which, by the will, $=\$5760$: \therefore 1 part $=\$450$. Therefore (the whole estate) son's, widow's and daughter's shares are $\$9450$, $\$7200$, $\$1800$, $\$450$, respectively.

Second Solution.—The question is purely one of law, and it would be decided by a chancery court according to the *supposed* wish of the testator. Many different decisions might be given, and it would be impossible to say that one decision was absolutely more equitable than another. It would not be *reasonable* to suppose that the testator wished the widow should receive any more if both children returned than she would if the son alone had returned. Her share should not, therefore, exceed $\frac{1}{5}$ of the estate. The testator appears to have designed to give the son 4 times as much as the daughter. If the widow lost nothing in consequence of the return of both children, the son would receive $\frac{4}{5}$ of $\frac{4}{5}$, or $\frac{16}{25}$ of the estate, and the daughter would receive $\frac{1}{5}$ of $\frac{4}{5}$, or $\frac{4}{25}$ of the estate. It is evident there must be a loss borne by some, or all, of the legatees; and as no *reason* can be shown for exempting either from the loss, it should be apportioned to all *pro rata*. The will provides no minimum share to either legatee, except the widow; but it virtually makes that share ($\frac{1}{5}$) the greatest share she could equitably receive under any circumstances, by saying that she should receive no more than $\frac{1}{5}$ if the son returned. The maximum share that the son could fairly have received is $\frac{4}{5}$, and the maximum share of the daughter is $\frac{1}{5}$. Under this view of the case, therefore, the estate could be equitably apportioned by giving the widow 1 share, the son 4 shares, and the daughter 1 share. (The fact that the testator fixed the widow's share if the son returned at the same value that he fixed the daughter's share if *she* returned is another reason for the equity of this division.) The widow's loss would then be $\frac{4}{5}$ less $\frac{1}{5}$, equal $\frac{3}{5}$ of the estate, and the whole estate would be $\frac{3}{5}$ of $\$5760$, equal to $\$9094\frac{1}{3}$. Widow's share, $\frac{1}{5}$ of $\$9094\frac{1}{3}$, equals $\$1818\frac{2}{3}$; son's share, $\frac{4}{5}$ of $\$9094\frac{1}{3}$, equals $\$6063\frac{2}{3}$; daughter's share, $\frac{1}{5}$ of $\$9094\frac{1}{3}$, equals $\$1818\frac{2}{3}$.

Third Solution.—The return of both son and daughter rendered the will inoperative, and the widow takes her thirds by equity, whereby her highest expectation is damaged to the extent of $\$5760$. Then if x be the estate, there is given the equation $\frac{x}{3} = \frac{4x}{5} - 5760$; whence $x = 12342\frac{2}{3}$, the estate, and $\frac{x}{3} = 4114\frac{2}{3}$, the widow's share, leaving

$\frac{2x}{3} = 8228\frac{4}{5}$ to be divided between the son and daughter. Now, although it were impossible to comply strictly with the testator's intention, yet the spirit of that intention, which consists in willing that his son should inherit four times as much as his daughter, can be carried out by dividing the preceding remainder between the former and latter in the proportion of 4:1. Then, $\frac{2x}{15} = 1645\frac{8}{5}$, is the daughter's share, $\frac{8x}{15} = 6582\frac{8}{5}$, is the son's share.

Fourth Solution.—It appears pretty evident that the deceased designed to give the son 4 times as much as the daughter. If only one of the children had returned, the widow would have had either $\frac{4}{5}$ or $\frac{1}{5}$ of the estate; but as both returned, it has been contended by one gentleman that the widow's share should be a geometrical mean between $\frac{4}{5}$ and $\frac{1}{5}$, $=\frac{2}{5}$. Hence, the son would have $\frac{4}{5}$ of the estate, the widow $\frac{2}{5}$, and the daughter $\frac{1}{5}$. Then by the process detailed in the latter part of the first solution, (the whole estate) son's, widow's and daughter's shares are \$1120, 6400, 3200, 1600, respectively.

Note.—Eminent mathematicians say this is not a fair problem for a class in mathematics; that it can not be solved, mathematically, with any certainty or satisfaction; that the will would be *void*, and so the proportion held by the widow, both in law and equity, would depend upon the statute laws of inheritance and the kind of property in the estate. Others think it no *model* for *will-making*, but believe it is a fair arithmetical question, and the 'time-honored method of solution' correct.

The details of the first solution differ from any I have seen in the books, but the results are the same as found by the 'time-honored solution'.

The second solution is due to Pliny Earl Chase, author of an excellent series of arithmetics; and some mathematicians think it a more equitable solution than the first.

The third is by an eminent mathematician, and is a pretty sensible view of the concern.

The fourth solution has the merit of giving the widow more of the estate than she would have had if only the son had returned, and is considered the most objectionable solution of the four.

J. MATTESON.

[On account of the omission of the diagram from the manuscript originally sent to the publisher, and for other reasons which will be apparent to the critical reader, we again insert the subjoined solution, published in our September number.]

SOLUTION.—96. The maximum circle that can be inscribed in the elliptical quadrant ABC will evidently be tangent to the semiaxes AB and AC. This being premised, let O represent the centre of the required circle, and P the point of contact common to the ellipse and the circle; then PE will be normal to the ellipse, and AO will bisect the right angle A. By taking A as the origin of a system of rectangular coördinates, and putting $AB=25=a$, $AC=20=b$, and $AF=FO=OD=DA=r$, we have for the equations of the ellipse and circle $a^2y^2+b^2x^2=a^2b^2$...[1], $(x-r)^2+(y-r)^2=r^2$...[2]. From Equation [1], $\frac{dy}{dx}=-\frac{b^2x}{a^2y}$; from Equation [2], $\frac{dy}{dx}=-\frac{x-r}{y-r}$; and, since the ellipse and the circle have a common tangent at P, these values of $\frac{dy}{dx}$, each of which is the tangent of the angle that a tangent-line at P makes with the axis of x , are equal: this condition gives $\frac{b^2x}{a^2y}=\frac{x-r}{y-r}$...[3]. Since x and y , in Equations [1], [2] and [3], are coördinates of the point P, these equations are sufficient to determine x , y , and r . From [2] we obtain $r=x+y\pm\sqrt{2xy}$...[4]; from [3], $r=xy\left(\frac{a^2-b^2}{a^2y-b^2x}\right)$...[5]. By equating the values of r given by [4] and [5], and putting ny for x in the resulting equation, we obtain, after a few obvious reductions, $n^4-2n^3+2\frac{a^2}{b^2}n^2-2\frac{a^4}{b^4}n+\frac{a^4}{b^4}=0$...[6]. Equation [6] has only two real roots, viz., $n=.755201803476$, and $n=1.425008298697$. The first of these values of n being employed, we find, by combining [1] and [5], $r=9.007690917112$ for the radius of the inscribed circle; the second value of n being employed, we find, in a similar manner, the radius of the circle tangent to the elliptical quadrant *externally* and touching AB and AC produced.

Penfield, Monroe Co., N. Y.

ASHER B. EVANS.



EDITOR'S TABLE.

EDITOR'S CHAIR.

HAZING AT HARVARD.—We had last year a long account of the action taken to prevent the continuation of the disgraceful practice of hazing at Harvard College, for which the institution has become notorious. The great stir then made about it seems to have ended in wind, for the practice has been continued this year to an extent never equaled, and the worst feature of the case is that the authorities of the college either countenance the practice or are unable to suppress it. Unless it is put a stop to no respectable parent will be willing to have his son enter the institution. To such an extent has the matter been carried this year that the aid of the legislature will be invoked at its next session to suppress it.

The following, from a late number of the *Springfield Republican*, will better inform our readers what is being done by those who call themselves gentlemen:

"Let it be understood that at Harvard a freshman, no matter from how refined a circle he may come, is considered fair game for abuse, and this abuse, in the various forms which brutality can suggest, is called 'hazing'.

"The room of a freshman was entered, and, after he had been insulted and his person outraged in various ways, his hair was filled with kerosene oil and other filth. Another freshman was taken from his room, carried by force to an out-of-the-way place, where he was drenched with filthy water from syringes, and then pushed adrift in a boat on Charles river! These syringes are now preserved in the rooms of their owners as ornaments! One of the coldest nights last winter, a young man was taken from his bed, and dragged to, and thrown into, Fresh Pond, and confined in the boat-house all night in his wet clothes. He was sick for six months. Two freshmen were taken from their bed one winter night and tied to a fence, from which they were released half-frozen the next morning. Now let it be remembered, as we proceed, that many of the outrages which are perpetrated are not fit to be described in public print, and these indecent outrages are most common of all. One form of torture is for a dozen sophomores to take a single freshman, hold him, spit in his face, wring his nose, then gag him, and force tobacco-smoke through his nostrils, to induce strangulation. Last week a freshman's room was broken open. He happened to be absent; so they scattered his books and papers about, damaged his furniture, and retired. Another room was entered and similar injury done, the burglars leaving a note which characterized the occupant of the room as a 'd—d freshman', and threatening 'by G—d' to 'come again'. Early this month a brutal assault was made by twenty sophomores upon a few freshmen in one of the college-buildings, resulting in a fight directly under the room of one of the tutors."

These are 'specimen bricks', and we should like to know what decent people think of them.

AMONG THE FREEDMEN.—LIGHTS AND SHADOWS OF A TEACHER'S EXPERIENCE.—The following letter was written by a teacher among the freedmen to Rev. J. K. Shipherd, of the Freedmen's Aid Commission:

RICHLEY PLANTATION, GOODRICH'S LANDING, July 7, 1864.

DEAR MR. SHIPHERD: I have the nicest school you ever saw — no exceptions! When I came, four weeks ago, I went through the negro-quarters and picked up twenty-two of the dirtiest children you *never* saw. Their *heads* were active, whatever was true of their brains — frightfully active; while faces, hands and clothes were positively awful. One little girl had learned the letters in Vicksburg; the rest were proficient in dirt simply — innocent even of the germinal idea of letters. The first day I taught a few A B Cs, and talked a great deal about the advantages of cleanliness, illustrating the discourse with a vivid representation upon the person of a living subject. Whether the discourse was effectual you may judge, when I say that never since the second day have I been obliged to send a child away to be washed. They are present punctually at the opening of every session, with clean, shining hands and faces; and seven of them can read nicely in easy words, beginning with A but four weeks ago. Could white children do better?

In the morning, while I read the chapter, every arm is folded; and then every little head is bowed while I seek, at the throne of our common Father, wisdom and grace for us all. You should hear them sing — for they sing like larks, and already know by heart nine little melodies.

So I am happy, you may safely believe; very, very happy, in my little lonely school, partly because the little folks love me so heartily and demonstratively. If there is a lack of order, a single look brings peace; and when school is dismissed, at noon and night alike, not one of them will leave until I have acknowledged their 'good-bye, Miss Mary', and have at least shaken hands with some of them.

One little girl, eleven years old, is just as white as I am, with hazel eyes and flaxen hair.

Perhaps you are not profoundly interested in so many details about a negro school in Louisiana; but as I do n't happen to be interested in any thing else, and 'out of the abundance of the heart the mouth speaketh', I shall not apologize.

Mr. and Mrs. Cleveland are very pleasantly situated on the Savage Plantation, about two miles from here. Mrs. L. and I spent 'the Fourth' with them in a pleasant quiet way.

One of the neighboring plantations is cultivated by a thoroughly secesh lessee, although he has, of course, taken the oath stiffly. His family frequently express the amiable desire to 'ketch that little nigger-teacher, and mash every bone in her body'. Nice neighbors, do n't you think? Their son is a regular soldier in the rebel army, and we have authentic information that he visited them a fortnight ago. It is notorious that they are visited by a well-known rebel colonel.

MARY C. FITCH.

CROSBY & NICHOLS as a book-publishing house is now altogether a thing of the past. The new firm is Crosby & Ainsworth. May it have the success it deserves. It will need no more.

DR. CALVIN CUTTER, having been obliged to resign his commission in the army, will hereafter be addressed at his old home, Warren, Mass.

WOOD'S CHICAGO MUSEUM.—We know we are doing a service to our friends among the teachers by calling their attention to Col. Wood's Chicago Museum. In the great Museum are two hundred thousand specimens, embracing nearly every division of natural history, and affording to any teacher who will spend half a day there a fund of information on practical subjects which will give life to a series of conversational lessons for the entire winter. Besides these, he may, if he chooses to visit the lecture-room, witness the presentation in a manner which can

not offend the most fastidious of the best standard dramas. As an illustration of the popularity of this place of amusement, we instance the presentation for eight weeks to crowded audiences of the great moral drama entitled 'Ticket-of-Leave Man'.

MARRIED.—At Atlanta, July 26, by Rev. Oliver S. Munsell, D.D., at the residence of the bride's father, Mr. David Kern, Prof. HARVEY C. DEMOTTE, A.M., of the Illinois Wesleyan University, to Miss SARAH J. KERN, teacher in charge of the Model School at the University, and formerly one of the Editor's pupils. May the bride make as good a wife as she was an obedient daughter and earnest pupil.

In Connecticut, during the Summer vacation, JAMES J. NOBLE, Principal of the Haven School, Chicago, and Miss MATTIE E. FAIRMAN, Head Assistant in the same school.

ESTABLISHING AN UNPOPULAR ORTHOGRAPHY.—The Springfield *Republican*, usually good authority in matters of orthography, lately contained an editorial of seven score lines called 'Life According to Program', in which the word 'program' occurs seventeen times. Worcester gives this spelling, but states it is not in common use, and defines it under the common form. Webster does not mention it even. The Messrs. Merriam would better look after the *Republican's* orthography.

[Some editions of Webster's Royal-Octavo Dictionary give the above as the correct spelling of the word *programme*.—PUBLISHER OF TEACHER.]

SENSIBLE.—The Board of Education of the city of Dubuque have increased the salaries of the female teachers in the grammar departments of their schools from thirty to thirty-five dollars per month. The salaries of the Principals have been increased from seven hundred to one thousand dollars per year. This is right. A gentleman who possesses the qualifications required for a good teacher can earn \$100 per month in other employments, and consequently will not teach school at \$50 or \$60 per month. Low salaries have driven many of the best teachers of the country to other pursuits. Until teachers are better paid it is useless to expect better schools.

Galena Gazette.

STREET EDUCATION.—Where are the educators of the newsboys? While returning from church at high noon, I was accosted by a small boy no higher than a yard-stick stuck in the ground, who asked me for a match. "What for?" "I wish to smoke," said he, showing a stump of a cigar, two inches long, which he had picked up in the street. "How old are you?" I inquired. "Five years," he replied. "You are too young to smoke. It will make you sick." Up spoke a little boy with him, perhaps a year older, "I smoked yesterday, and it did not make me sick." As I passed on, a middle-aged man of benevolent aspect, who followed me, supplied his want, and the last I saw of the small boy he was lighting his match and proceeding to take his first lesson in smoking tobacco. Probably he had outgrown sweet fern and grape-vines.

Springfield Republican's Boston Correspondent.

MAINE.—Commencement week at Waterville College began Sunday evening, August 7th, with a sermon before the Boardman Missionary Society, by the Rev. W. H. Shaller, D.D., of Portland. The Junior Exhibition occurred Monday evening, and Tuesday was Class-Day, though the poet was sick and the orator could not be there. Of 39, the whole number who have been in the class, 21 have entered the army and 2 the navy, 3 have died and others have left, so that only eight graduated, 3 of whom will study law, 3 theology, and 2 medicine. Tuesday afternoon, Rev. A. H. Granger, of Providence, R.I., and a member of the class of 1839, delivered an oration before the Alumni of the college on 'Scholarship and Success'; and Tuesday evening, E. P. Whipple, of Boston, lectured before the literary societies. Wednesday was Commencement proper.

The graduating class at Bowdoin College this year numbered 28, and the commencement exercises were of much more than ordinary interest. Professor H.

H. Boody, formerly of the college, now of New York, has made the princely donation of \$50,000 to the college, on the condition that the institution shall be as really orthodox Congregational in its teaching and management as Yale, Amherst, or Dartmouth.

The following statistics are given of the senior class just graduated: Whole number, 43; oldest man, 29; youngest, 19; average age at graduation, 23; prospective lawyers, 14; ministers, 4; physicians, 2; mineralogist, 1; soldiers, 3; loafer, 1; undecided, 5; republicans, 21; abolitionists, 2; copperheads, 6; orthodox, 12; Baptist, 5; Unitarian, 4; Episcopal, 2; home Baptist, 3; Shaker, 1; Mormons, 2; professors of religion, 7; divinely inspired, 1; drink whisky, 0; occasionally take it for medicinal purposes, 15; play at cards, 16; anti-players, 7; smoke regularly, 15; incessantly, 1.

The first term of the new State Normal School at Farmington began August 31, with 81 pupils.

NEW HAMPSHIRE.—Edward R. Ruggles, of the class of 1859 at Dartmouth, has been appointed instructor in modern languages at that college, in place of Prof. Packard, who is transferred to the chair of Greek. Commencement appointments will hereafter be made on the principle of relative merit, and the commencement exercises will include prize-speaking, for which a fund of \$1000 has been given by Le Grand Lockwood, of New-York. There is to be a Junior Exhibition in the spring term and a joint anniversary of the two chief societies. A reading-room will soon be established and by-and-by a gymnasium will be built. Measures are proposed for giving greater prominence and interest to the annual meeting of the alumni.

VERMONT.—A strong effort is being made to raise by subscription an endowment of \$100,000 for Middlebury College.

MASSACHUSETTS.—Arrangements will be made for boarding so that the expense of attending the State Normal School at Westfield, during the term which will begin September 21 and continue 22 weeks, will be increased but little from that of former terms. The state appropriates \$1000 a year in aid of students who find it difficult to meet even the small expenses of the school. The great demand for the graduates of this school renders it desirable that its numbers should be kept full.

The new high-school building at Cambridge was dedicated September 1, Joseph White, of Williamstown, Secretary of the Board of Education, and Prof. Brown, of Harvard College, making addressees. The building cost \$61,000.

The Springfield schools reopened August 31 with a small attendance.

Labor is so scarce and wages so high at East-Boston that some of the school-teachers find themselves without any pupils at all. The Boston schools are thinly attended.

The college term at Amherst has fairly and squarely begun again. The members of all the old classes are back again, save one who was killed, and four others who have enlisted during vacation. The number admitted to college is 52—fully as many as were expected, and the same number as last year. All the heavy work on the college chapel is now done, and the finishing work is going rapidly forward. In a few weeks the recitation-rooms can be ready for use.

The new high-school house at Northampton, for which the town is indebted in great part to a liberal gift by J. P. Williston, was formally dedicated August 23. Addresses were made by L. J. Dudley, chairman of the building committee; H. H. Chilson, chairman of the school committee; A. B. Manley, principal of the high school; Joseph White, of Williamstown, secretary of the State Board of Education, who delivered the principal address of the occasion; Ariel Parish, principal of the Springfield high school; Oliver Warner, Secretary of State; J. B. Dickinson, principal of the Normal school; and others.

RHODE ISLAND.—Brown University celebrated its hundredth anniversary September 6th. Ex-Gov. Clifford, of New Bedford, presided at the alumni meeting,

and President Sears delivered a historic address in the morning. There were several distinguished strangers present, among them Goldwin Smith, professor at Oxford University, England; Lord Stanley; and ex-Secretary Chase. Seventeen deaths are reported among the alumni of the college during the last collegiate year, among them ex-Govs. Marcus Morton, of Massachusetts, and John B. Francis, of Rhode Island. At the commencement the honorary degree of D.D. was conferred upon Rev. Robinson P. Dunn, one of the professors at Brown, and Rev. Edward A. Stevens, missionary at Rangoun, Burmah; and that of LL.D. upon Goldwin Smith, professor of history at Oxford University, England. Brown graduated thirty-six young gentlemen. At the alumni meeting Hon. B. F. Thomas, of Worcester, delivered a poem, and Major John Hay, President Lincoln's private secretary, read some verses. Among the speech-makers were Chief Justice Bigelow, of Massachusetts; Gen. Burnside; ex-Secretary Chase; George William Curtis, of *Harper's Weekly*; Rev. Dr. Wayland, ex-president of the college; and ex-Gov. Clifford, of New Bedford.

NEW-YORK.—The nineteenth annual meeting of the State Association was held at Buffalo, August 2 and 3. Dr. Cruikshank presented the annual report of the Standing Committee on Education. The schools of the state are reported to have suffered from the falling-off of attendance produced by the demand for juvenile labor caused by the war; from the unprecedented drain upon the male teachers from the same cause; and from the increased spirit of parsimony which has made a demand for cheap teachers as one means of lessening the expenses of living. As sources of congratulation we find: that female teachers are taking the place of males; permanent teachers have increased 1044 since 1859; and much good work has been done in the County Institutes. The Oswego training-school has a promising class of thirty members.

Among the most marked of public measures for the improvement of schools inaugurated this year is the 'University Convocation' and the passage of the new school law. The former is designed to advance the standard of education throughout the state by securing an interchange of opinions on the best methods of instruction, by exerting a direct influence upon the people and legislature personally and through the press, and by such other means as may offer.

The report also recommends more attention in the common schools to the history and constitution of our Government, and an effort to obtain a better system of classification and a closer graded course of study.

Mr. Webster read a paper on 'The Public Schools of Rochester, and their Examinations'. Prof. F. S. Jewell read a paper on 'The System and Method of Logical Analysis as related to the Study of the English Language'. Mr. C. H. Gildersleeve read a report on 'Military Training as connected with our Public Schools'. After giving the history of this branch of instruction from the settlement of the country to the fall of Sumter, showing where the North has been outwitted by the South, the committee present the outlines of a plan which they deem sufficient for the existing emergency. Regular systematic marching should be taught to all; boys over eight should participate in the simpler evolutions, while the girls practice calisthenics. A knowledge of the Constitution of the United States should be made as essential as the geography of New York. The state should have four military training schools with accommodations for two hundred pupils of each sex, the course of study to occupy four years and to embrace the usual college course with the addition of those studies pertaining to military science, hygiene, and the science of government. The male students to be uniformed, to be subject to regular drill, with weekly reviews and a few weeks of camp life each year. Female students to be thoroughly trained in light gymnastics and the primary military evolutions. Every student to walk or march at least four miles every day, and at stated seasons to make a pedestrian trip of at least fifty miles. From each graduating class two students to be admitted to West Point. Also from the graduates all field and staff officers for the state militia, as soon as practicable. All other graduates to be obliged to teach three years in the public schools in return for their tuition, which should cost nothing but their board.

The report concludes thus :

"Knowing that hasty action will be indiscreet and may result in great injury, and conscious of having indifferently performed the task imposed upon us, we leave the subject with the Association, and would respectfully submit the following :

"Resolved, That with a school-system so organized that each teacher shall be a military instructor, and each boy a scholar and a soldier, the country will possess a guaranty for peace, and hold a moral power in its defensive and retributive skill, which will be stronger than innumerable iron-clads, and countless fortifications of granite."

After a spirited debate, the report was ordered printed and the resolution referred to a special committee to report at the next session.

Rev. C. G. Ames addressed the Association on 'The Relations of Education to Life'.

Edward North, of Hamilton College, was elected President, and James Cruikshank, of Albany, Corresponding Secretary.

MICHIGAN.—Hon. J. M. Gregory, though no longer State Superintendent, is doing all he can to raise the standard of education in this state. The following, which we take from a circular lately issued, will show the effort which he is making as President of the Kalamazoo College :

"A Teachers' Institute, or Normal Class, will be held, under the direction of the President and Faculty of Kalamazoo College, at Kalamazoo, beginning Monday, the 3d day of October, 1864, and continuing in session *six weeks*.

"The aims of this Institute will be to afford teachers a preparation for an intelligent and successful discharge of the duties of the school-room; and to furnish to the schools of this section of the state a body of well-drilled, thorough and efficient teachers.

"The undersigned seeks, by means of this Institute, to contribute to the improvement of the Public Schools by providing them with well-qualified teachers, fully trained in the most modern and best methods of instruction. He would, therefore, cordially invite the coöperation of school-officers in securing the attendance of those who are to take charge of their winter schools.

"Those desiring to secure good teachers for their schools are respectfully invited to send in their applications at an early day, stating the location, number of pupils, wages, etc. These applications will receive the closest attention to fill them, as far as our numbers will permit, with well-qualified teachers. Address

"JOHN M. GREGORY, Kalamazoo, Mich."

PENNSYLVANIA.—Rather than increase the price of subscription, the *School Journal* has reduced its size from thirty-two to twenty-four pages.

The State Association was held at Altoona August 2, 3 and 4.

The session opened with a report on 'Illustrated Science in our Schools', by Mr. McKee, followed by a discussion of the subject by Messrs. Haldeman, Harlan, Allen, Coburn, and others, all advocating the introduction of physical science to some extent into our schools, but differing as to means and amount. Certain erroneous text-books, and magazines, and the object system of Oswego, got some hard raps. As a whole, the participants in discussion inclined to the conservative side of the subject. One gentleman made a teacher of object lessons a cannon loaded to the muzzle with facts to shoot through the children. Another sighed for the good old times, and believed the only way to bring up children is to *whip them into doing right and being good*.

Dr. Gerhard delivered a lecture on 'The Education of the Moral Nature'.

Mr. Ermentrout read a report on 'Stages of Mental Growth', the same being a definition of the soul, and a description of the faculties through which it acts. The Pennsylvania Association is made up of different material from that of Illinois, if the members did n't find the report rather dry.

A discussion on 'The number of Miscellaneous Studies', which ran off from the subject and turned upon the inefficient manner in which reading and spelling are generally taught. A few—say three—seemed to be the opinion of those expressing themselves to the point.

Mr. Brown addressed the Association on 'Reading', and gave a model exercise.

The discussion on 'Object Teaching', being resumed, took the same direction as on the previous occasion,—Messrs. Wickersham, Thompson and Haldeman uniting in favor of the system, but objecting to the manner in which it is taught by the misuse of text-books and the misapprehension of its purpose by those practicing it. In the course of the discussion, Dr. Hill, of Harvard, being called out, defined objects as 'text-books written by Infinite Wisdom', and therefore preferable to those produced by human fingers.

Dr. Thomas Hill delivered his lecture on 'The Necessity of a True Order of Studies'.

Mr. George F. McFarland read a report on 'The means of inducing pupils to aim at a high standard of Intellectual Culture'. Rejecting prizes, medals, and all rewards of like character, the teacher himself is claimed to be the essential means, working through example and precept, pointing out to the pupils, among other things, the pleasures which a well-cultivated intellect affords, the gratification of the approval of parents and friends, the satisfaction of overcoming difficulties, and patriotism.

Fordyce A. Allen was elected President, and Col. G. F. McFarland Secretary.

The meeting closed with a lecture by Hon. C. R. Coburn, State Superintendent.

OHIO.—The sixteenth annual meeting of the State Association was held at Toledo, July 5, 6, and 7, the President, Charles S. Royce, in the chair.

A lengthy abstract of the proceedings, prepared for this number of the *Teacher*, is unavoidably deferred.

MINNESOTA.—William F. Phelps, Editor of the *American Educational Monthly*,—a journal which, by the way, is not a year old, yet is one of the ablest this country supports (?)—and lately Principal of the New-Jersey State Normal School, goes to Winona to take charge of the State Normal School; and as the Superintendency will soon be a distinct office, Mr. Phelps will probably be the first State Superintendent.

WISCONSIN.—Col. J. G. McMynn succeeds Mr. Pickard as State Superintendent.

LOCAL INTELLIGENCE.

THE STATE TEACHERS' ASSOCIATION.—The annual meeting will be held this year at Galesburg, on the 27th, 28th and 29th days of December. We expect next month to be able to announce a partial programme and give some notice of the railway and other arrangements. We can now announce that among the lecturers will be Prof. John S. Hart, Principal of New-Jersey State Normal School.

NAPERVILLE.—Mr. C. W. Richmond's standing as a teacher is established by ten years' experience in the same position. The able corps of teachers who aid him are all united in purpose and zeal, and the directors may congratulate the friends of sound mental and moral improvement upon the fact that the best ideas of a model school are fully realized in the institution over which they preside.

IROQUOIS COUNTY.—The Iroquois County Teachers' Institute held its adjourned annual meeting in Loda, August 29th, 30th and 31st, 1884. The introductory lecture, given in the Congregationalist Church by the President, Rev. C. H. Palmer, of Middleport—subject, 'The Importance of Teachers' Institutes',—was ably handled. The exercises of the Institute were conducted by Commissioner Leal, of Urbana. The class was drilled in Reading, Orthography, Arithmetic, and Geography, much practical instruction being given in each branch; and the members expressed themselves well pleased.

The Committee on Text-Books recommended the use of Willson's Readers, Camp's Geographies, and Robinson's Arithmetics. They would not urge a radical change, but the gradual introduction of these works, so that the change may be made without detriment to any. On motion, the following was adopted:

WHEREAS, we have been informed that there are teachers whose education is very limited, and who seem to feel no interest in our Institute and seem to have no desire to improve their scholarship; therefore,
Resolved, That we urge upon our School Commissioner that the grade of certificates be so raised that those who have received a third grade shall not be entitled to a certificate.

There was a respectable number of teachers present, and all seemed to be interested, and felt that it was time well spent and an opportunity which none should willingly lose.

The officers for the ensuing year are: President, Rev. C. H. Palmer; Corresponding Secretary, Geo. W. Gray; Recording Secretary, O. V. Baker; Treasurer, N. M. Bancroft.

The Institute adjourned to meet at Watseka the last week in December, 1864.

O. V. BAKER, Secretary.

CHICAGO.—The public schools reopened, Sept. 5, the new Superintendent, Hon. J. L. Pickard, entering on his duties. A special meeting of the Board was held September 17. Mr. George C. Clark's resignation as teacher was offered and accepted, and Carol Gaytes was elected to fill the vacancy.

The first monthly Institute was held September 17. The time was occupied by suggestions from the new Superintendent, the election of committees for the current year, and by an address from Prof. Goldwin Smith, of Oxford University, England.

NORMAL UNIVERSITY.—A son of Mr. James Rood and a daughter of Captain Beebe, of this city, have recently entered the Model School at Bloomington. This school is connected with the Normal University, and is what it purports to be, a *model school*.

Miss Lucy A. Green, of Weston, a niece of Henry Green, Esq., became a member of the Normal Department at the commencement of the present term.

Some months ago we visited the University, and although we had known something of the history of the institution, we were surprised at the system and order with which the exercises were conducted. Prof. Edwards, Principal of the University, as an educator, has not a superior in America. He is an earnest, hard worker, and has the interest of his students at heart.

We are glad to see that our citizens are commencing to appreciate the advantages of this institution. It is not second to any school of the kind in the country. Jo Daviess county is entitled to two more students in the Normal Department with tuition free. Those wishing to avail themselves of this opportunity would do well to apply to the School Commissioner soon, so as to enter this term.

Galena Gazette.

McKENDREE COLLEGE.—The next session of this old and well-established institution opened the 15th of September. McKendree has done well her part in disseminating sound culture through the western country. Rev. Robert Allyn, D.D.—the President,—is widely known throughout the United States, as he has taken a leading part in the educational enterprises of the East and West. He was thrice elected to the office of Superintendent of Public Instruction in the state of Rhode Island, and has presided with great satisfaction over the interests of four colleges—two of which were New-England institutions. The Trustees of McKendree College have great reason to congratulate themselves in securing his services as President. He is assisted by five professors, and the course of study, as laid down in the catalogue, places McKendree not a whit behind any institution in this country for thorough culture. St. Clair should not fail to yield a liberal patronage to her institution of learning located at Lebanon.

Belleville Advocate.

NOTICES OF BOOKS, ETC.

WELLS'S FIRST PRINCIPLES OF GEOLOGY. By David A. Wells, A.M., author of several scientific works. Chicago: S. C. Griggs & Co. New York: Iverson, Phinney, Blakeman & Co. 12mo. 333pp.

But little more than half a century has elapsed since the Geological Society of London commenced a series of investigations into this new field of scientific research. As the result of their labors, geology was wrested from the reproach with which it was then regarded, its important principles were established, and it has been elevated to its proper rank among the sciences. No field of scientific research is richer in amount of interesting and valuable information than this, and no one is calculated to correct so many errors of public opinion on various important questions.

One of the chief objections to the popularizing of this study has been the large number of new names and technical terms which abound in the nomenclature of this as well as every science. The work before us introduces the student to the important facts and principles of the science, avoiding largely the use of dry detail and difficult scientific words. Whenever such terms are used, their meaning is explained or becomes apparent from the context. The arrangement of the work is such as to introduce the reader naturally and intelligently to the labor before him. Aside from the scientific information contained in this book, the general reader will find here enough of new and interesting facts to amply repay a perusal. The intimate relation which this study bears to the industrial pursuits of the country and the important rank it holds among the sciences justify its general introduction to the higher schools of the country. w.

A FIRST BOOK IN GRAMMAR. By G. P. Quackenbos. New York: D. Appleton & Co.

The admirable system of Mr. Quackenbos's larger grammar is here simplified to meet the wants of the younger class of beginners. The exercises are copious, entirely different, and so constructed as to impress the lessons on the pupil's mind — a prominent feature in the larger work.

ENOCH ARDEN, ETC. By Alfred Tennyson, Poet-Laureate. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. \$1.00.

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his biography of interest to tens of thousands of readers. We are assured that the main facts in the sketch are entirely authentic. The author is a well-known literary man of wide reputation, author of the article 'A First Trip to Washington', in the *Atlantic Monthly* of April. Among the numberless books now-a-days published for the young, none are at once so fascinating and so useful as the class to which the forthcoming volume belongs; books which, while presenting truthful incidents in the early experience of distinguished public men, exhibit how, by adherence to certain fixed principles of action, by honest industry, and conscientious discharge of the smallest duties, they have risen, often from the humblest stations, to eminence; and from obscurity, have come to possess the respect and admiration of a whole nation. Such books can not be too widely disseminated.

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The October numbers of all three are out. The *Atlantic* contains contributions by Col. Higginson, Geo. H. Boker, Miss Prescott, D. A. Wasson, Mrs. Stowe, J. T. Trowbridge, H. D. Thoreau, T. W. Parsons, and others.

Harper has illustrated papers on Arizona, on the Manufacture of Straw Bonnets, and on the Privateering of 1812. It contains also the continuation of Dickens's new story 'Our Mutual Friend', besides the numerous short stories usually found here.

The *Continental* contains no less than two dozen articles, on almost every subject, but chiefly bearing upon the war. Two articles on the Moon will meet with some opposition, conflicting as they do with the commonly-received theories. Edward B. Freeland presents an interesting paper on 'The Scientific Universal Language'.

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[mh-nov]

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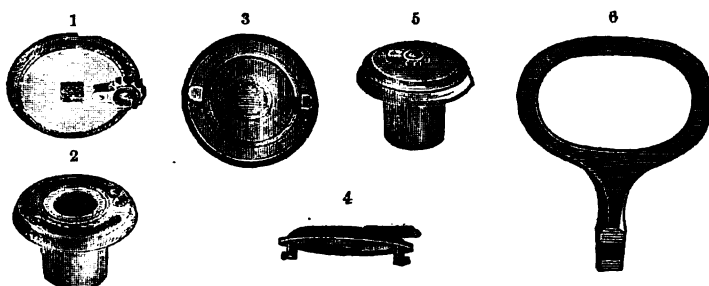
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EXPLANATION.—Fig. 1 represents a top view of the cover. Fig. 2, a top view of the well without the cover. Fig. 3, a bottom view of the cover. Fig. 4, an edge view of the cover. Fig. 5, a view of the well complete. Fig. 6, a key to screw on and unscrew cover. The Ink well [Fig. 5] is inserted into the desk through a hole bored for that purpose, so that the flange, [which is of considerably larger diameter than the body,] rests upon the surface of the desk, and is secured in place by screws inserted in countersunk holes. The flange of the well has turned down on its outer edge a lip, which alone rests on the desk, leaving a space within, below the interior part of the flange. This space is provided for the purpose of allowing room in which pins or studs projecting downward from the lower side of the cover may freely move. The pins have enlarged ends, or heads, [as seen in Fig. 4,] and are first inserted through apertures made large enough to admit them freely in the flange of the well, as represented in cut [Fig. 2]. From these apertures extend concentrically in opposite directions, curved slots, just wide enough to allow the necks of the pins to pass freely, [as seen in Fig. 2]. The lower edges of these slots have a slight inclination downward from the apertures, so that as the cover is turned round the heads of the pins become wedged against the inclined surfaces, and draw the cover closely down upon the well on which it is made to fit tightly. The cover is fastened by means of a key, [Fig. 6].

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Volume X.

NOVEMBER.

Number 11.

Educ P 168.3
THE

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DEVOTED TO

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ILLINOIS TEACHER.

VOLUME X.

NOVEMBER, 1864.

NUMBER 11.

T H E V O W E L S .

ASH, ELLIS, IVIMEY, ONIGN, AND UNIT. A STORY OF ENGLISH SCHOOL-LIFE.

P A R T I I I .

The words 'Master Ellis' went straight to the barrister's heart. It conjured up four other young 'Masters' who used to row with him in the old boat, and the link of connection stirred up a kindly feeling in Ellis's memory, which promised well for the old waterman's fare. "Take me a cruise round the old spots, Emslie,—the harbor, Tipner, and Portchester Castle; come back through the ships in ordinary—then we'll coast along Block-House port, Haslar, and Stokes's Bay, sheering off for Spithead to take a peep at the fleet, and then land me at the pier at Ryde."

"Very good, Master Ellis, that's as *you* please, sir; bless me, sir, I be right glad to see ye again."

"Thank you, Emslie; I'm glad to see you wear so well."

"Not so bad, sir, for an old craft as has been afloat so long, and in all weathers."

"The old school still gives you a spell now and then?"

"They *does* sir; but not so often as you and the young gen'lemen as used to consort wi' ye. How's Master Ash, sir?"

"Dead," said Ellis, mechanically; for the old man's remark had plunged him into reveries, and the sight of the Sally Port, Round Tower, Gun-wharf, and Dockyard, as the wherry severally passed them, called up recollections of the joyous party they used to make in similar excursions. "Poor Master Ash," said Emslie, unconsciously touching his hat, as if that was the only respect he could pay a deceased patron, and paid it like an honest old fellow as he was.

"And Master Unit, sir?"

"Poor Unit died ten years since, quite a youth."

"More 's the pity," said Emslie, again touching his tarred hat—"poor young gen'leman—he was always a good friend to me—to think o' sich young craft founderin', and leaving old hulks afloat! Ax your pardon, Counselor; but there was Master Ivimey, sir, the parson as we used to call 'im, I hope he's all a-taut and hearty—he wor a solid young gen'leman, Master Ivimey was."

"He, too, is no more," said Ellis, very sadly, a tear gathering in his eye. "The young parson dead?" exclaimed old Emslie, repeating his salute with some emotion; "I'm most afeared to ax arter the other gen'leman, that open-handed, merry little soul as gid me many a shilling when the frost had stopped the boatin'——"

"He's dead, too," said Ellis, and he, the last of the old boating party, now boating on the old track alone, could bear old Emslie catechizing no longer, and burst into tears. The old man looked pitifully at him as he made his last salute. He drew his tarry coat-sleeve across his eye, and blundered out—"I ax your pardon, Master Ellis, for making sich a roll-call, but who'd a tho't so many sich young gen'lemen would n't answer to their names never no more! Ah! Master Ellis, you and I will get sailin' orders too some day: forgive an old man mentioning, sir, as he hopes, through mercy, he's ready, and don't mind what date. Poor dear young gen'lemen, to slip their cables so soon!" Ellis rose and shook the ancient waterman's hand. "Thank you, Emslie, for your kind remembrance of my lost friends. I hope their untimely deaths have not been without use to me. I am left alone in the world!" "Not so, sir; take heart 'pon top o' that, Master Ellis. Look to the Lord, sir, as promised, and I've often thought on it in my old crazy boat out at sea of a night,—'Lo, I am with you always, even unto the end o' the world'. *Him's the convoy, sir, when the flag is lowered, it may be, half-mast high.*"

They sighted Tipner, then Portchester, then retraced the channels, for the tide was down, back to the harbor—Rat Island, Priddy's Hard, Weovil, Horton, Gosport, and so outside the mouth of the port, whence the town, the 'Port's Mouth', receives its name, beguiling the route by occasional reminiscences of the five friends about their whims and old doings. It was a relief to Ellis to talk, even to the old waterman who only knew them in their boyish days. The breeze had freshened rather boisterously as they stood out for Spithead, and Emslie reefed sail a bit to be ready for squalls. "I am glad you remember the poor fellows, Emslie. We shall never boat a holiday together again. Your old face, this old wherry, the old spots, and the rough old sea, salt and wholesome and bracing as ever, brings them all

back to me. Young, hearty, merry spirits as the dear old fellows were, and now not one of them left but me! Ah, the prophet under the juniper-tree was not more desolate than their old schoolmate."

"I mind him, sir," said Emslie; "that ere prophet, and how he wanted the Lord to take him off along with the rest; but the Lord had summat else for him to do in the room o' dying; and so the Lord has for you, sir, or He would n't ha' kept your name on the ship's books. Ye'll be my Lord Judge yet, sir, a ridin' into Winchester wi' trumpets and hosses."

The old man's homely way of comforting Ellis, and his quaint prediction of professional success, hit through the right port-hole, 'raking him fore and aft', as Emslie told his wife; "and it was a meltin' sight to see the young Counselor brace up, clear decks all at once, and prepare for action,—all the black chalks was wiped out, and he stood to his gun like a man": all which meant that Ellis made an effort at laying aside his dejection, and succeeded. The wherry went spanking through the waves at the rate of six or eight knots an hour, for the wind was fair, and plenty of it,—rather too much for some nerves, not to mention diaphragms,—and presently they found themselves sailing alongside the fleet of line-o'-battle ships there waiting orders for foreign service. Suddenly the boat struck against a hawser at the stern of H.M.S. Asia; Ellis, who was steering, not having given it wide berth enough, or else, in the reverie into which he had sunk again, forgetting the precaution. Besides, his seamanship had rather rusted during the many years which had elapsed since he left school. In a moment the boat capsized, and Emslie and his fare were thrown into the sea. The old waterman at first sank immediately, as if he had never swum a stroke in his life; the boat filled and went down, as if to follow its old master; and Ellis, with difficulty, kept himself afloat on the surface. The waves beat over him, blinding him every moment with their salt water; but he manfully struck out, and presently recovered his nerve. Emslie's head reappeared above the water, wildly striking out his arms, with less judgment than might have been expected from an old waterman. But he was too old for the rough work of his youth and prime. Unless Ellis by a convulsive effort had struck out toward the old man and caught him, he would have gone down again. But the boldest swimmer of the old 'Five' was as much at home with the 'liquids' as with the 'Vowels'; he seized the sinking man by the arm before he was again out of sight or reach, and loudly shouting "All right, Emslie", supported and cheered him as he best could, both crying lustily for help. The accident was seen by the lieutenant on watch, who instantly ordered a

boat to be lowered; but observing the two floating men had some how got entangled with each other and that both sank, he dare n't wait for the boat, but flinging off his coat and cap on deck, seized a rope and let himself down astern over the exact spot where the strugglers had disappeared. He dived after them, caught a head by its hair, rose with it to the surface, hauling up both men like a knot. He then let go his hold, and striking a kind of vigorous horizontal header between them with all his force, separated them. It was done as if his body had chopped them asunder like an ax, and before they had time to get again entangled, the boat from the ship was lowered and along side of them, and all three dragged out of the water and instantly taken on board the man-of-war. What was Ellis's surprise and emotion to recognize in the lieutenant who had saved his life little Ralph, his old school-fellow, the subscription for whose outfit he had been the first to suggest and so heartily to promote! "This is the hand of God," said Ellis, solemnly, as he shook Ralph's hand. "And the heart of a man that God has opened!" replied Ralph, with equal solemnity. "My school-fellowship gift taught me what I owed to every fellow creature who stood in need of my help." Emslie, as an old man-of-war's man, felt it an honor done him that an officer had saved his life at the risk of his own; but when he too recognized in the epaulette the little customer of his wherry who had so often accompanied the 'Five' on their school excursion, he pulled the forelock of his hair, in apology for his hat which had been sunk by its own weight of paint in the sea, and exclaimed, "Bless ye, sir, if it ain't little Master Ralph, as was no bigger nor a handspike, growed into a full lieutenant in His Majesty's service—God save the King!—but I was as nigh founderin' as the wherry as is gone to the bottom!" While this conversation passed on deck, the seamen in the boat had rowed about and picked up every oar, spar, boat-hook, and bit of timber which had floated away from the wherry as she sank, and by the aid of grappling irons immediately and with a good will, dropped down to the bed of the Spit, the crazy wherry was fished up, baled out, all her gear reinstated, and in two hours after the accident, before Emslie had finished his dinner between decks which Ralph had ordered for him, and provided him with a bran-new hat from the purser's stores, the wherry was ready for her return voyage. But Ellis was not ready; he must dine on board with his old friend, to have another long talk about old times, get his clothes thoroughly dried, and send ashore for fresh linen, carpet-bag, etc. The wind had gone down with the sun, and only a favorable breeze to play with blew on the sea. The wherry had not cast her ballast-blocks, which

were loosely tied to her side-planks, and she had otherwise sustained no damage; so Emslie was dispatched ashore for Ellis's traveling gear, Ralph undertaking to put his friend on Ryde Pier time enough for his work on the morrow. Ellis gave the old man a couple of sovereigns at parting, and a half-sovereign for his wife, and added, if he discovered any thing missing when he overhauled the wherry in the morning, he felt bound to make it good, as it was his bad seamanship which had imperiled both their lives and done all the mischief. Old Emslie very gratefully received Ellis's liberal gift, which was meant as some indemnification for the perilous ducking as well as the afternoon's sail, and as he departed on his errand he touched his new hat and said, "Thank ye for me, gen'lemen both. To think o' Master Ellis a savin' o' me, and Master Ralph a savin' on us both! Ax yer pardon, Counselor, and your 'n, Lieutenant Ralph o' the Rial Navy; *don't* our adventur under this here ship's stern make good the scripture—'His way be on the deep'?" Here Emslie touched his hat again in honor of the holy words with which he discharged his conscience.

The old waterman looked admiringly on the two friends, and once more touching his hat, took leave, whispering to the ship-carpenter as he passed down the ship's side, "Them two gen'lemen was as solid as a ship's chaplain when they was boys—they be just the right yarn to spin a man out on. Please God, I'll cruise over to Ryde in the morning to hear the Counselor tip 'em the law—he'll give it 'em I'll go bail." Then Emslie dropped in his boat, muttering, as he shoved off, "Bless his wig, I'll hardly know the dear young chap's figure-head under it. And to hear tell o' little Ralph growed into a commissioned officer in His Majesty's service; what changes an old hulk lives to see!"

Ralph and Ellis spent a delightful evening together in the private cabin of the former, whither they adjourned after dining at the ward-room mess with Ralph's brother officers, who were most attentive to their messmate's guest. Ellis was the hero of the banquet, and the important case which had been referred to his arbitration on the morrow was a prominent topic of discussion; not that Ellis offered any opinion on it either way, but was not sorry to gather any hints about it from individuals, many of whom were familiar with the locality. When Ralph and his friend at length found themselves alone, no other subject except the fortunes and early deaths of the four members of the old school 'Five' stood any chance of a word. Ralph was as much moved as his friend at the untimely removal of the benefactors of his boyhood. The Counselor and the Lieutenant agreed to form a

mutual friendship henceforth, cemented by the sad memories in common between them. In the morning Ralph conveyed his old friend, at his good-hearted commander's suggestion, in the captain's gig, with due naval honors, to Ryde, the ship's flag dipping the water at the stern. For three days Ellis sat hearing all the evidences which they chose to submit to him on both sides, frequently taking up the examination of witnesses himself, in a quiet, sagacious way, which indicated his singular ability and shrewdness, and acquaintance with the points at issue. Old Emslie sat out the first day, from the morning till the court rose, occasionally requesting bystanders, when talking interfered with his hearing what Ellis said, to 'hold their jaw'.

Ralph sat on the bench with the arbitrator, evidently interested at what was to him a novelty, the proceedings of the Court. Within a week after the close of the inquiry, the learned arbitrator delivered his award; and I was told by parties conversant with the facts that it was a masterly judgment, which fully satisfied the public, though of course was not equally satisfactory to the litigants. Ellis and Ralph, from this time to the end of their lives, though they were not long ones, continued most attached friends, the more so when Ralph, through his learned friend's interest, was promoted to be a post-captain, and married Ellis's sister. The little widow, by this time well advanced in years, was, next to the bride, the most honored guest at the wedding. With a touching simplicity in her way of showing gratitude for past favors, and connecting with the occasion five names to whom she and her son owed grateful recollections, she presented the bride with a beautiful little cross of gold. The four extremities were shaped circular, and the vowels A, I, O, U, with the E in the centre of the transept, were set in little diamonds, the cost of the article being £27, the exact sum which the liberal example and efforts of the 'Five' had induced the whole school to contribute, in their days of poverty, to her gallant young captain's outfit. It was understood by all the party, but appreciated by none of them so affectingly as by one of the Barons of the Exchequer then present, to-wit, Mr. Baron Ellis, who had been recently raised to the bench, fulfilling old Emslie's prophecy. 'My Lord Judge' took the trinket in his hand, gazed wistfully at the initials, and a tear stood in his eye as he tenderly replaced it round his sister's neck. Then he turned to the venerable mother of the bridegroom, and thanking her for her thoughtful and beautiful gift, begged to return her a filial kiss in the name of the dead and of the living. All the company were sensibly moved when they marked the grave judge put his arms around the widow's neck, embrace her, and silently shed tears. "Ah, if *they*

were here to-day," said he—"Ash—Ellis—Ivimey—Onion—Unit. The vowels are all gone, save one; I am the last of the 'Five'. God has spared me; may His Holy Spirit teach me what he would have me to do, and give me strength to do it!" That prayer was heard.

How strange is the mortality in some circles of friends! Within a few years of this wedding the captain and the judge were chief mourners at the funeral of the bride, her only child having sickened with its mother, and

"Blossom and bud lie withered in one grave."

The next year the captain and judge stood side by side in the unobtrusive quiet procession which conveyed to her rest the good and brave little widow, who never forgot her Ralph's rank, gratifying her loving recollection of his father with the innocent idea that the long services of the latter had been at length recognized and requited in the early promotion of his son. It redeemed, in her view, the honor of the service, and she expressed sentiments to that effect upon her death-bed. Ralph could not reach her chamber, from his ship in the Cove of Cork, till she ceased to breathe; but her last message to him indulged alike her maternal fondness and pride in his position, "Give my love and blessing to my dearest Captain," said she, "and tell him my last thought and prayer was for my beloved boy."

Four years later the Captain stood alone at another funeral, when the remains of Mr. Baron Ellis were consigned to the tomb, death overtaking the learned Judge in the prime of life and vigor of his intellect. The last vowel was extinct. The widow's cross no longer bore one initial of the living among the dead. The trinket was wholly funereal,—a memory, and a sad one. Captain Ralph wore it next his heart, till only a few years after he lay dead in his cabin off Malta, and a band of comparative strangers, the officers of his ship, buried their popular commander in the Protestant cemetery. These all died after no great length of days, but I believe that not one of them lived in vain, nor were removed before they had done the work God had given them to do. When that is finished, the sands are run. "When the corn is ripe, *immediately* He putteth in the sickle."

It is a principle that fidelity in one's present position will open to him his true pathway in life. He shows what he is, and what he is capable of, by what he is actually doing, and not by what he imagines he would do in other circumstances.

SUCCESS IN TEACHING.

WHEN the teacher for the first time enters the school-room and commences the labor of instructing and managing children and youth, there is a very persistent inquiry ever present to the mind of that teacher, and seeking for an answer. It is substantially this: How shall I govern and instruct my school successfully? And not unfrequently, after years of experience in the school-room, does the teacher find this same important interrogatory still importuning for information.

Reader, if you propose, during the coming winter, to make your first trial in 'training the young ideas', you will find that this question will inevitably come home to you for an answer; and you will be fortunate indeed if your wits are not taxed for many a long week before you arrive at a satisfactory solution of the problem. But perhaps you are not a novice in the business, but have already become somewhat accustomed to the labors of the school-room. Then you have doubtless pondered this question, often and long; and your anxious inquiries have not, perhaps, always found immediate answer. Like most teachers, you have at times, probably, been dissatisfied with the results of your labors, and your ingenuity has been taxed almost to distraction to find a remedy for this unsatisfactory and vexatious state of things. Perhaps you went forth, as every teacher should, and visited other schools, that you might profit by the wisdom and experience of others in like employment with yourself; and it may be that you found matters there quite as bad as you left at home; and although you may possibly have had some momentary consolation, on the principle that misery loves company, nevertheless, the knowledge of a better way was still the burden of your anxious and earnest search. Or, if you found in the school-room of your fellow teacher just that degree of successful discipline and instruction that it had been the object of your ambition to attain, you were probably still more anxious for an answer to the inquiry, self-propounded, How shall *I* obtain these results in *my* school? Although you saw at once all the characteristics of a well-ordered school, the means by which such an end were obtained were not so readily apparent. In all such schools the results are conspicuous enough, but the machinery is kept out of sight.

Success, then, is the object of our search; and we must premise that a successful school is a school *well governed and well taught*. Let us consider, briefly, what constitutes good government in schools and good teaching, and more particularly by what agencies they are to be secured. And here we ought to say that we are very far from

believing that books or lectures can give definite rules by which the teacher, following them as a ritual, can govern or instruct a school. But we do believe there are certain qualifications, certain kinds of talent and of tact, certain qualifications of the head and of the heart, necessary for such a task; and that in proportion as the teacher possesses or acquires, develops and uses, those qualifications, or is wanting in the possession and use of them, success or failure will follow.

The essential requisites for success in the discipline and instruction of a school are to be found, as we think, in the teacher himself: other agencies and circumstances have a limited and a secondary influence, it is true, but we must unquestionably look for the main conditions of success in the personal character and qualifications of the instructor.

If we were asked what trait of character is most essential for the teacher upon first entering the school-room, we should say it is the power of entering at once into full and complete sympathy with the school. It is an ability on the part of the teacher to place himself in such an attitude as to read his pupils, and in return to be read by them. This controlling element of sympathy is at the foundation of all good understanding between the teacher and pupil; and by it teacher and pupil recognize, at once and cordially, their respective relations, rights, and duties. This state of feeling at the outset is one of the most important conditions of success, and, we may say, an indispensable condition; for without a good understanding, a mutual sympathy between teacher and pupil, there can be no successful government. No person ever governed a school judiciously by main strength. In making this remark, we do not wish to be understood to say that we would not have the teacher use extreme measures, if necessary, in the management of the school. Indeed, we believe the teacher should not only be master, but that he must be supreme over all the incidents and accidents of the school-room; and when there is non-compliance with his requirements, or when insubordination exists, he may use, to their utmost extent if necessary, all his resources, — moral, intellectual, and physical. But when we say that a school can not be governed by main strength, or by mere compulsory measures, we mean that, however violent and summary measures the teacher may some times be compelled to use, in rare individual cases, or in peculiar emergencies, there must be a mutual recognition of rights and duties, a correspondence of feeling, a sympathy, or all your forcible government is like beating the wind, or like sweeping back the advancing tide of the ocean. This sympathy must begin with the teacher, and must show itself when first he enters the school, where it

will pretty surely beget a like temper of mind on the part of the pupils. The first appearance of such a teacher is generally pleasing to the school; and the pupils declare they *know* they shall like that teacher, and the teacher reads in their beaming eyes and glowing countenances an unmistakable expression that tells him that they recognize in him a friend, to whom they are ready to open their hearts, with all the freedom and cordiality characteristic of the young. "I shall have little difficulty", remarks a teacher, "in managing that school, for the pupils all seem very cordial and well disposed"; the secret of which is, the boys and girls have previously said, to themselves at least, "We will do all we can to please that teacher, for he seems very fair and friendly." Young minds learn to read character long before they learn the multiplication-table, or the conjugation of a verb; and they are not greatly mistaken when they think they can read the sentiment of the teacher's heart by looking up into his eyes and countenance.

When the teacher has been so fortunate as to establish this feeling of sympathy between himself and school, it will certainly be his fault if his efforts at judicious government are not crowned with success. He has it in his power, most certainly, to govern his pupils simply by becoming their leader; the easiest and most successful government there can possibly be established in any school. We know of no language too strong to express our disapprobation of that jesuitical policy, so often practiced, we are sorry to say, of taking a false attitude before the school—of being very easy and lenient to begin with, of allowing many things at first which you intend to condemn afterward,—for the purpose of deceiving your pupils into the belief that you are going to be very indulgent toward them; and all that you may find out who the rogues and mischief-makers are, and then show your adroitness in management, by a sudden and unexpected onslaught upon the transgressors, which shall leave upon their minds, and upon all evil-disposed ones, a terrible impression of your skill and severity as a disciplinarian. It is a suicidal policy for the teacher; for when the pupils have discovered this treacherous element in his character (and discover it they surely will), if they have any ability of their own in that line, they will be pretty sure to develop and use it, much to his annoyance and discomfort, as such teachers very well know. Teachers of this class are the loudest and the most frequent in their complaints about the tricks, deceptions and subterfuges of pupils, and seem almost to lose confidence in human nature, so unreliable are the moral principles of the young. Strange it is that such teachers have not the discernment to see that, although the rising generation may

have some moral delinquencies, they are still very apt at learning and following the example of their teachers—an aptness that possibly would be turned to better account if the example were better worthy of imitation.

For the sake of candor, then, as well as for your success, fellow teacher, let your conduct before your school, first and ever, be open, true, and free from even the appearance of deception. A. P. S.

S C H O O L P A P E R .

THE school 'Paper' is a common feature in many places. The majority of them, however, scarcely deserve the name, as they are merely collections of compositions, with a conundrum at intervals to vary the monotony. To give the highest interest to your 'Gems' or 'Caskets', make them, as far as possible, imitations of the daily gazette—containing editorial, local items, letters from home and abroad, book-notices, news-summary, advertisements, and the various features of a well-conducted sheet. These miniature journals may be prepared in two ways: the teacher may preserve the best efforts that are read on ordinary composition days, and when a sufficient number and suitable variety have been gathered, have the 'Tribune' made up; or, if your class be large enough, a paper can be compiled at once, by your assigning the different departments essential to variety to different pupils: thus, John and Susan may write letters from foreign cities; Peter and Matilda, letters from points in the United States; Albert and Mary may give notices of books last read; Charles and Jennie may prepare a list of advertisements; Anna may compile a news-summary; David, Nancy, and Lydia, take regular compositions; while Laura and Delia, as editors, will arrange editorials. Do not let these articles be thrown together promiscuously, but follow a certain order: say, 1, compositions; 2, editorials; 3, home and foreign news; 4, letters; 5, book-notices; 6, local items; 7, advertisements. To this list the ingenious teacher may add other characteristics, as a poet's corner, or a jester's budget. Let there be no articles copied from books or papers; it is not the design of the Casket to display a rich assortment of imported goods, but to make a truthful exhibit of fabrics of domestic manufacture.

If you desire the 'Luminary' to have its appropriate effect, do not intrust its entire arrangement to the editors, but give them the bene-

fit of your suggestions, and, if so inclined, one or two sparkling contributions from your pen. There is usually a great amount of unnecessary labor by the editors' copying all the articles in their own handwriting. This can easily be avoided by requesting the student to write on foolscap in a plain hand, with a space of two inches at the top, and to furnish the efforts a few days beforehand to the editors, so that there may be abundant time to decipher all hieroglyphics. In this way the articles will be on half-sheets, which can readily be bound together with a ribbon through the top space. They are thus as conveniently read as in book form, without the foolish toil involved. Do not make the 'Paper' a formal thing, reserving it for such state occasions as the closing examination of the term, but let it occur as often as the age or ability of your pupils can provide an interesting assortment for its columns.

An Observer thus prepared, with an eye to varied arrangement and entertaining topics, affords peculiar enjoyment to the assembled patrons. In rural districts, fall and winter evenings seem to be the favorite time for school-entertainments; and on such occasions a spicy paper, well read, with the accompaniment of a few declamations, or a short debate, singing by the children, and a remark by yourself, will not only be a treat for the people, but tend also to elevate the literary taste of the neighborhood, and excite an increased interest in your labors.

From 'Composition Writing', by W. W. DAVIS.

THE BANK OF ENGLAND.

A WISE nation will make a point of learning as much as possible from its neighbors. And a young nation, like the United States, can not afford to ignore the experience, political and financial, of the older countries. Especially in finance, we have as a people a good deal to learn; and the monetary history of other nations affords us just the knowledge that we need. Our recent and present experience in money matters is no strange thing under the sun: probably every nation in Europe, and certainly all the leading commercial states, has been through every phase of the financial eclipse through which we are now passing. They too have had the depreciated currencies, and consequent high prices, and a resulting spirit of speculation, a feverish anxiety in respect to national funds, and new and onerous burdens

of taxation. It is time for the American people, and especially for American statesmen, to study this foreign experience thoroughly. There is light there for us. We can not guide ourselves aright without it. The government is spending an almost unimaginable sum of money every day that passes, the national debt is already gigantic, and taxes are coming thick and fast and heavy. It is right to be taught even by an enemy. And let us have done once for all with the vulgar prejudice that the universal Yankee nation knows every thing, and is bound not to learn any thing from England at any rate, even if it never knows it.

The Bank of England was born in just such troublous times as those upon which we have fallen. It is the child of the English Revolution of 1688. That revolution forcibly expelled the last Stuart King, James II, from the throne, and by a virtual election seated upon it William and Mary of Orange. This William as stadtholder of Holland had organized a European coalition against the ambitious projects of Louis XIV of France, and he accepted the English throne not so much for the personal dignity it conferred upon himself as for the purpose of adding England to his coalition, and of wielding the resources of that monarchy against the French king. This continental war demanded money, and William's English parliament taxed the people heavily, and authorized national loans. But it was a revolutionary government, the people had not full faith in its perpetuity, it might be overturned and their loans to it be repudiated by the restored Stuarts, and therefore the government could only borrow at exorbitant rates of interest.

In this juncture of affairs, William Paterson, a shrewd Scotchman, of whom his friends said that he had been a missionary and his enemies that he had been a buccaneer, proposed the formation of a joint-stock company, whose object should be to loan its funds to the government. Parliament accordingly chartered the company in 1694, under the style of 'The Governor and Company of the Bank of England', limited its capital stock to \$6,000,000 (we reduce pounds to dollars), all of which it might loan to government at eight per cent. annual interest, and receive also from government \$20,000 a year for expenses of management. The books were opened, and, to the surprise of every body, all the stock was immediately subscribed for. The Bank of England commenced operations by investing its whole capital in government debt: in other words, it loaned \$6,000,000 to the nation at eight per cent., and was to receive \$20,000 a year besides.

Our own new national banks have had an origin almost precisely

similar. When the war broke out the government found it difficult to borrow at any reasonable rate of interest. Loans were authorized, but the people at first were reluctant to take them. And it was partly to find a market for his stocks, in other words, to be able to borrow that amount of money, that Secretary Chase devised the national banking system. These banks, just like the Bank of England, invest their capital in government debt: that is, they loan their capital stock to the nation and take in return a like sum in national bonds. If they circulate, as the Secretary designed, \$300,000,000 of currency, then they must buy as the basis for it a little over \$333,000,000 of government bonds, since they are allowed to circulate only ninety per cent. of what they actually invest in government debt. All this sum is additional to that which the people might be induced to take; so that, as far as the respective governments were concerned, the motive to found the Bank of England and the new national banks in this country was the same.

Secretary Chase had indeed another motive in endeavoring to change the banking system of the country, and that was to bring the whole currency under national control. To give all paper money in the United States the same basis of security, to limit its amount by national law, and to provide for the redemption at the treasury itself of every dollar which the bank issuing it failed to redeem, were also objects of the Banking Law. In all these respects our new system is closely allied to that of the Bank of England. The basis of both is government debt; the security of both is national good faith; the control of both resides in the nation through its representatives; the redemption of the paper of both is similarly provided for.

The Bank of England has gone forward from the first without changing its name, or the essential nature of its operations. It is still a joint-stock company under the style of the Governor and Company of the Bank of England. Its charter has been renewed by parliament ten or twelve times during the 170 years of its existence, and it has usually paid to government at such times a large bonus for the privilege of continuance. At different times down to 1833, the bank advanced to the government different sums on various conditions, until, when the charter was renewed in that year, the public owed the bank \$55,075,000, and the debt has remained at that figure ever since. In stead of eight per cent., which was paid on the original loan, the rate has been gradually lessened, and the bank now receives but three per cent. on the whole debt. The entire capital of the bank at the present time is \$72,500,000, of which, as we have seen, a trifle over \$55,000,000 consists of government debt. Up to

1759 the bank issued no notes of a less denomination than \$100. At that date it commenced to issue \$50 notes. In 1797 it began to issue \$5 notes, until in 1829 all notes of a less denomination than \$25 were prohibited by parliament. In 1833 the notes were made legal tender, and the bank received substantially the monopoly of issuing paper money within the realm of England. Like all other banks, the Bank of England loans money to customers who have good security to offer; but there is no legal rate of interest in England, and accordingly the bank rate varies, as every rate of interest ought to do, with the money market.

We close this article with remarking that the circulation of the Bank of England is carefully limited. It is allowed to issue \$70,000,000 in notes, on securities of which the debt of over \$55,000,000 from the government to the bank is a part; but for every dollar beyond this sum it must have an equal amount of gold and silver in its coffers; and it must redeem instantly in coin every note that is offered for redemption. There was indeed a suspension of specie payments at the Bank between the years 1797 and 1821, and a most important truth applicable to our present circumstances is demonstrated by this suspension. So long as the Bank limited the quantity of notes issued to the normal size of the currency, the paper, though irredeemable, was not only on a par with gold, but actually bore a small premium. But the temptation to over-issue was tremendous, and over-issue was followed, as it always is, by depreciation. In 1800 the notes had fallen to 8 per cent below par. In 1813 they were 13 per cent. discount, and continued to decline till 1814, when they were 25 per cent. below. From this point they gradually rose as their quantity was steadily diminished in the view of a return to specie payment, until the Bank resumed in 1821, after an interval of 24 years—the longest bank suspension on record.

Springfield Republican.

THE 'EXAMINER' EXAMINED.

THE 'Examiner' who, in the last number of the *Illinois Teacher*, essayed a reply to some strictures of Mr. Oran Faville on Willson's Readers, needs only to be slightly examined himself in order to betray the weakness of his defense. So sensible is he, indeed, of the inherent feebleness of his plea, that he sets out at once with an assault upon the educational standing of Mr. Faville; striving with little force, because little he has, to prove that worthy gentleman an

'old foggy', and utterly opposed to progress in the matter of educational means and appliances. Nothing more surely denotes want of confidence in one's own position than a course like this. But, happily, the strength of the bow in this instance, as in many others like it, was not equal to the aim of the bowman. So Mr. Faville is not hurt.

"Mr. Faville", he says, "makes no objection to the early numbers of the series"; and he might have added for this very good reason, 'the early numbers of the series', being, in almost every important feature, substantially a copy of the excellent Readers of Sanders, and some others well known to fame, escaped by their very want of the *Willson peculiarity*, that is, *mountains of obscure and irrelevant matter*, the lash of criticism and the formal statements of positive disapproval.

In answer to the obvious objection which lies against the introduction of *scientific* terms, difficult of utterance and rarely employed, into the 'head-notes' of the pieces in the more advanced numbers of the series, he replies, after the fashion of the venders and makers of quack-medicines, that, if they do no good "they certainly do no harm." But lest this might prove, as it does, too shallow a defense, he tells us these hard names "will be of use to many *teachers*, as the only reliable guides for reference to the same animals described in other books, and, for the same reason, they may be of use to many *pupils*, also, as aids in their subsequent reading."

The proper answer to all this talk about *conceivable* future advantages to be derived from troubling the heads of teachers and pupils with perplexing technicalities that are to have no possible present bearing upon the matter in hand is, that these things are entirely *out of place*. Mr. Faville does not object to the teaching of these things except in a college course, as 'Examiner' would have you believe; but demands that they come in the right place, whether the learners be members of a college-class, or merely 'poor, ignorant, adult laborers', striving elsewhere and in other ways to become acquainted with the branches of knowledge to which they belong. All that *ad-cap-tandum* talk, therefore, of 'Examiner' about Mr. Faville's being opposed to the attempt 'to *popularize* the sciences', is to be set down for what it is worth, which is just nothing at all. It will certainly not help to '*popularize*' Mr. Willson's Readers.

The grand, insurmountable objection to that series of books is that there is in them no sufficient *concentration of means to a given end*. The mind of the pupil is perpetually distracted by words and things foreign to the real purpose in hand, which is to learn *how* to read, not *what* to read. To teach people *how* to read, we say, is the prime, and

ought to be the predominant purpose of a reading-book for the use of schools. Any thing interfering with this purpose, certainly any thing likely to defeat it by the introduction of perplexing incidental matters, is to be discarded at once as a positive disadvantage. The style good and the moral tone of the matter being faultless, the undivided attention of the learner should be given to the one work of securing an easy and effective delivery.

When Mr. Faville says that 'the mind can be intently fixed on but one thing at a time', he simply announces a principle in teaching, or rather a guide to all good teaching, which 'Examiner' is so little able to appreciate as, from that statement, to infer that Mr. Faville would have people attempt to learn to read 'regardless of the *meaning*' of the words they utter. This is so far from being true, that one of Mr. Faville's most serious objections to Willson's books is precisely this, that, by the untimely introduction of the technicalities here referred to, he throws needless and often insuperable difficulties in the way of a ready appreciation of the meaning of the matter to be read.

It is strange that a person of 'Examiner's' pretensions should fail to see the fatal error of intermingling and so confusing things utterly different, which is committed in these books,—strange that he should think technical terms, in foreign tongue, without the least clue to their pronunciation, 'reliable guides' to the future reading of a boy merely learning to read,—strange that he should deliberately come to the conclusion that Willson's Readers bear any tolerable comparison, in the matter of *fitness*, with several other series now before the educational public.

T.

IN childhood long-continued thought is impossible; little can be learned at a time. If very little is attempted, that little may be perfectly learned; if too much is attempted at once, all will be poorly and imperfectly learned. Now none but exact, clear, perfectly distinct thoughts are of any value; and of such thoughts the mind of a child is capable of receiving only one at once, only a few in a day. A fact, a principle, a truth, imperfectly grasped, makes no deep impression, and that impression speedily passes away. The few thoughts that are received by the mind while perfectly fresh and vigorous may remain, and, if often renewed, become a part of the mind's treasures. If the lessons are very short, the child may be able to retain all the thoughts; if too long, he will be likely to retain none of them permanently.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

DUODECIMALS.—Duodecimals are fractions resulting from dividing the unit according to the scale of 12. The denominator is generally omitted, its place being supplied by the indices. In stead of units, twelfths, one-hundred-forty-fourths, etc., the denominations are called units, primes, seconds, etc. Confusion some times arises from a failure to comprehend fully the value and meaning of the terms used. Practically, duodecimals are compound numbers, used in measuring length, surfaces, and solids. Of course there are three different units to be divided—the foot in length, in area, and in volume; and the lower denominations differ in the same way. There can be no comparison of these different units and their divisions, because they are not of the same denomination. Each fraction must be derived directly from the unit of its kind. A prime in length is a linear inch; a prime in area is a surface a foot long and an inch wide, or $\frac{1}{12}$ of a square foot; a cubic prime is a solid a foot square and an inch in thickness, or $\frac{1}{12}$ of a solid foot. The lowest denominations used in practice are the prime, or inch in length, the second, or inch in area, and the third, or inch in volume.

We have said that no ratio can be formed between these fractions. What, then, is their relation? If straight lines are so combined as to inclose a rectangular space, its area will be as many square units as the product of the units in length multiplied by the units in breadth. So surfaces may be combined as to form solids. If the solid be rectangular, its volume will be as many cubic units as the product of the units in length, breadth, and thickness. Hence arises the expression of multiplying length, breadth and thickness together to find the solid contents,—an expression sanctioned by practice and used for convenience, though it is absurd. What is really meant when we speak of the product of a foot in length multiplied by a prime in length is that the area of a surface a foot long and an inch wide will be a prime, or $\frac{1}{12}$ of a square foot. The area of a surface an inch square will be a square inch, or $\frac{1}{144}$ of a square foot. Hence the expression *primes* \times *primes produce seconds*. So of solid measure. It has already been said that in practice the lowest denomination is the inch, so that seconds will be square inches, and thirds cubic inches. Primes in area

can be reduced to square inches by multiplying by 12; primes in volume to cubic inches by multiplying by 144; and seconds in volume to cubic inches by multiplying by 12.

SOLUTIONS.—97. In the first place we observe that 5 horses and 12 oxen eat as much as 9 oxen and $15\frac{1}{2}$ cows, that 9 oxen and $15\frac{1}{2}$ cows eat as much as 9 cows and $30\frac{1}{2}$ colts, that 9 cows and $30\frac{1}{2}$ colts eat as much as 5 horses and 27 colts. In like manner, 5 horses and 12 oxen eat as much as 5 horses and 27 colts, also 9 cows and $30\frac{1}{2}$ colts eat as much as 5 horses and 12 oxen, and 5 horses and 27 colts eat as much as 9 oxen and $15\frac{1}{2}$ cows. Equating these equalities, we have the following equations:

$$5 \text{ horses} + 12 \text{ oxen} = 9 \text{ oxen} + 15 \text{ cows} \dots [1]$$

$$9 \text{ oxen} + 15\frac{1}{4} \text{ cows} = 9 \text{ cows} + 30\frac{1}{4} \text{ colts} \dots [2]$$

$$9 \text{ cows} + 30\frac{1}{2} \text{ colts} = 5 \text{ horses} + 12 \text{ oxen} \dots [3]$$

$$5 \text{ horses} + 12 \text{ oxen} = 5 \text{ horses} + 27 \text{ colts} \dots [4]$$

$$9 \text{ cows} + 30\frac{1}{2} \text{ colts} = 5 \text{ horses} + 27 \text{ colts} \dots [5]$$

5 horses + 27 colts = 9 oxen + 15½ cows.....[6]

Comparing [1] and [8], we have 5 horses + 12 oxen = 5 horses + 27 colts...[7], or 12 oxen = 27 colts...[8]; 1 ox = $\frac{2}{3}$ colts...[9]. Comparing [2] and [3], we have 9 oxen + 15 $\frac{1}{2}$ cows = 5 horses + 12 oxen...[10]; 15 $\frac{1}{2}$ cows = 5 horses + 3 oxen...[11]. Comparing [3] and [4], we have 9 cows + 30 $\frac{1}{2}$ colts = 5 horses + 27 colts...[12]; 9 cows + 3 $\frac{1}{2}$ colts = 5 horses...[13]. Comparing [5] and [6], we have 9 cows + 30 $\frac{1}{2}$ colts = 9 oxen + 15 $\frac{1}{2}$ cows...[14]; 30 $\frac{1}{2}$ colts = 9 oxen + 6 $\frac{1}{2}$ cows...[15]. Substituting [9] in [15], we have ($2\frac{2}{3} + \frac{2}{3}$) oxen = 9 oxen + $2\frac{1}{3}$ cows...[16]. Reducing, we have $\frac{2}{3}$ oxen = 9 oxen + $2\frac{1}{3}$ cows...[17]; 54 oxen = 36 oxen + 27 cows...[18]; 18 oxen = 27 cows...[19]; 1 ox = $\frac{3}{2}$ cows...[20]. Substituting [20] in [11], we have ($6\frac{1}{2} + \frac{3}{2}$) oxen = 5 horses + 3 oxen...[21]; $\frac{3}{2}$ oxen = 5 horses + 3 oxen...[22]; 21 oxen = 10 horses + 6 oxen...[23]; 15 oxen = 10 horses...[24]; 1 ox = $\frac{1}{3}$ horse...[25]. Substituting values of [25] in the first conditions, we have 5 horses + 12 oxen = 13 horses. Then if 13 horses can eat the grass and what grows on 5 acres in 7 weeks, $\frac{67}{27}$ horses (equivalent to 7 horses, 11 oxen, 13 cows, and 17 colts) will eat $\frac{1}{13} \times \frac{67}{27} = \frac{67}{351}$ of the same in the same time, = $\frac{67}{351} \times \frac{1}{3} = \frac{67}{1053}$ acres; and if $\frac{67}{27}$ horses eat $\frac{338}{351}$ acres in 7 weeks, in 12 weeks they will eat $\frac{12}{7}$ of $\frac{338}{351}$ acres, = $\frac{12 \cdot 338}{7 \cdot 351}$ acres, = $16\frac{68}{117}$ acres; therefore $16\frac{68}{117}$ acres — 15 acres, = $1\frac{68}{117}$ acres, = the growth on 15 acres in 5 weeks.

If the growth on 15 acres in 5 weeks is $1\frac{68}{117}$ acres, the growth on 25 acres for the same time will be $\frac{5}{3}$ of $1\frac{68}{117}$, $=2\frac{22}{39}$ acres, $=2\frac{22}{39}$ acres.

Now if 25 acres increase $2\frac{2}{3}$ acres in 5 weeks, the increase on the same for 13 weeks will be $\frac{1}{5}$ of $2\frac{2}{3}$, $=\frac{2}{3}$, $=\frac{2}{3}$ acres. Hence $25 + 6\frac{2}{3} = 31\frac{2}{3}$ acres, are to be consumed in 18 weeks.

If 13 horses eat 5 acres of grass in 7 weeks, 1 horse will eat $\frac{1}{13}$ of 5 acres, $=\frac{5}{13}$ acre, in the same time, and in 1 week he will eat $\frac{1}{7}$ of $\frac{5}{13}$, $=\frac{5}{91}$ acre, and in 18 weeks he will eat $\frac{90}{91}$ acre. If $\frac{90}{91}$ acre feed 1 horse 18 weeks, $31\frac{2}{3}$ acres will feed in the same time as many horses as $\frac{90}{91}$ acre is contained times in $31\frac{2}{3}$ acres, $=32\frac{5}{9}$. Therefore $32\frac{5}{9}$ horses will eat the grass and what grows on 25 acres in 18 weeks.

But 210 sheep are equivalent to 7 horses, 13 oxen, 6 cows, and 9 colts; also, 7 horses, 13 oxen, 6 cows and 9 colts are equivalent to 21 horses. If 210 sheep eat as much as 21 horses, 10 sheep would eat as much as 1 horse; therefore it would take 10 times as many sheep as horses to eat the grass and what grows on 25 acres in 18 weeks, or $32\frac{5}{9} \times 10 = 321\frac{5}{9}$ sheep, *Ans.*

M. J. V.

98. Let n represent the number. 20 per cent. of $\frac{4}{5}$ of $n = \frac{1}{5}$ of $\frac{4}{5}$, $=\frac{4}{25}$ of n , and 2 times $\frac{4}{5}$ of $1\frac{1}{2}$ times $n = \frac{3}{2}$ of $\frac{3}{2}$, $=\frac{9}{4}$ of n . Then the question is, $\frac{4}{25}$ of n is how many per cent. of $\frac{9}{4}$ of n ? Reducing to a common denominator, we have, $\frac{16}{100}$ of n is how many per cent. of $\frac{225}{100}$ of n ? The question now is reduced to this, What per cent. of 225 is 16? $7\frac{1}{3}$ per cent., *Ans.*

W. P.

99. As 10 per cent. is already taken out, the sum covered must be $\frac{90}{100}$ of the policy. Therefore $350 \div \frac{90}{100} = 388\frac{8}{9}$, the sum for which the policy was taken out. Let x represent the rate per cent. for $\frac{1}{3}$ of the voyage. Then $\frac{350}{1-x}$ = the sum for which a policy would be required for $\frac{1}{3}$ of the voyage. $\frac{350}{(1-x)^2}$ = the sum of a policy for $\frac{2}{3}$ of the voyage, and $\frac{350}{(1-x)^3}$ = the sum of a policy for the whole voyage. Hence $\frac{350}{(1-x)^3} = 9$, dividing by 350, $\frac{1}{(1-x)^3} = \frac{9}{100}$. Dividing 1 by each side of the equation, $(1-x)^3 = \frac{100}{9}$. $\therefore x = 1 - \sqrt[3]{\frac{100}{9}} = 1 - .9654894 = .0345106$, *Ans.*

J—S M—N.

LONG lessons are dangerous to the health of the mind. At no age is the mind capable of long-continued exertion. John Quincy Adams used to say that he could not read long without his thoughts' beginning to wander. Whenever this occurred, whether at five in the morning or at nine at night, he immediately went out and took a walk in the open air, and came back refreshed, and resumed his book or his pen.

EDITOR'S TABLE.

ILLINOIS STATE TEACHERS' ASSOCIATION.

THE ELEVENTH ANNUAL MEETING of the Illinois State Teachers' Association will be held at MONMOUTH, on Tuesday, Wednesday and Thursday, the 27th, 28th and 29th of December, 1864.

The Faculty of Monmouth College have generously tendered their building and their services for the benefit of the Association; and the citizens extend the hospitality of their homes.

Prof. Fargo, of the Western Musical Academy, at Bloomington, will preside over the department of Music.

Favorable terms are expected from some of the railroads.

The full programme of exercises will appear in the December number of the *Teacher*.

W. W. DAVIS, Chairman of Executive Committee.

EDITOR'S CHAIR.

ABOUT CHILDREN.—One of the good papers that visit us every week is the *Springfield Republican*. And a lady who signs herself 'E. H. Arr' is one of the *Republican's* best correspondents. She has been up in New Hampshire spending the summer, and something she saw there set her pen running about children in such a way that we feel moved to give our readers a few extracts from her letter.

Of children in general she says:

"I look with amazed eyes upon the foolish ways of women with their children, and wonder if the day of higher culture and greater wisdom will ever come to them. To me nine-tenths of them seem to think that a child's neck and arms are of more worth than its immortal soul. They bare their tender bodies to miasmas and night winds, and then bemoan adverse providences. They stint them of sleep and gorge them with sweetmeats, and then complain of their dizzy heads and weak stomachs. They treat them like puppets and milliners' figures, and then expect them to grow up and die in God's image.

"Very young children seem to me like little colts, to be combed and curried and rubbed down, to be well lodged and fed and kept in the best possible order until the slow but beautiful dawning of reason comes, which is to invest their gross little bodies for you with the beautiful mystery of immortality. I would keep their muscles strong and their souls clean, with never a thought turned neighborward or worldwise. The infirmities incident to humanity are our most terrible punishments. There is something humiliating in the thought of partial decay before death. This wearing of false teeth and other people's hair is consistent with no inborn taste. Shear your children's heads close once a year; let their gastric juices have easy work; feed them with fresh air, sleep, new milk, and pleasant words, and see if at eighteen they have to wear 'rats' and cotton and false teeth. Clothe them warmly and loosely and sensibly, force them to ex-

ercise and cleanliness, be charitable to their stupidity, and then see if they grow up hollow-eyed, crooked-backed, thin, sallow, and inert."

And here she speaks the truth of 'smart children':

"I do not fancy precocious children, for the very reason that they are almost always in some abnormal physical condition. It is n't natural for a child to be precocious. A healthy, right kind of a child is foolish and unreflecting at best. You have to plant yourself plump against their iron little wills and stout muscles, with a still stouter will and stronger muscle. When you reason with them your arguments meet shoal logic. The verses you teach them and the bright sayings they retail are always pert memorizings. The whole, natural, characteristic life of a child is noisy, rollicking, kicking, tumbling, bruising, cracking, breaking. You endure their savage presence for the hope you have in them. You love them far more for what they will be than what they are to you. No; I do not want any of your proper children. Deportment is more alien than cannibalism to their nature. Original sin shows itself before pride and judgment in them. Their first falsehood is as sure as their first tooth, and the best of them are jealous and envious little reprobates. I would rather start to train a strong-willed child with a healthy body, one decidedly of earth, earthy, than one of your children over-freighted with spirit. Some years ago I watched, with unwearied earnestness, over the fragile form of a little one who gave promise of a rare and beautiful soul-life. He left me. He did not die to me. He simply passed out of sight. The immortal in his nature so far outweighed the mortal that his passage from time to eternity seemed to me only like the fading-away of a beautiful vision; and even to this day I feel like stretching out my arms after some unreal thing, which, in the shape of a wonderful child, cajoled me into the belief that I was the mother of that beautiful boy. I have no reason to believe that any angel children have since lodged with me unawares; but, true to my theory, I rejoice in the rough, hardy bodies of my little ones, fearing not so much lest they should not be comely and graceful, as that I may fail to keep their bodies and souls in harmony with God's natural and divine laws."

And though the following was written about the country children in New Hampshire, may not its counterpart be seen on the fertile prairies of Illinois?

"One might suppose that country children would be affected by their surroundings; that their eyes could not daily rest upon beautiful things without learning to love them; that they must of necessity be simple and sweet and engaging. I wish it were so. I wish that the monthly fashion-plates did not find their way into farmers' parlors, that farmers' wives would not lock up brussels carpets in their sunniest rooms, that worsted roses did not please their daughters' fancies better than the fragrant arbutus and breezy clematis. How three-quarters of our New-England country women toil and drudge to keep up appearances; how wrinkled and haggard they get to be in their prime; how little they value the presence of their handmaiden Nature in the training of their little ones.

"I love to find the little creatures laden with flowers and vines and berries. They ought never to be housed save from rain and night and cold; I know of two hardy children, who hate clean frocks and white tyers, who are always getting brown and shabby, who seldom look trig and well dressed, and yet they get daily drunken over the manifold beauties of God's world. I hope they will always keep their pure and beautiful instincts, with the superadded graces of clean garments and faces. What foolish mistakes people make in overdressing their children. No where are little children more belaboured and furbelowed than by people of limited means in the country. The poor tired housewife will sit up half the night, with aching eyes and stiff fingers, to stitch braids and velvets upon her children's frocks. Silly woman, never counting the waste. Clean print, and gingham and cambric, and plain woolens, are good and pretty enough for any child; and truly what can be more unsightly than the soiled finery of an overdressed child?"

And the following will bear more than one reading in city as well as country.

"O women! educate and tone up your minds to higher resources than making

show-boys of your children. Are they so much wiser, and apter also, than mine, that they are always saying and doing such bright things? If they are, pray do n't annoy me by the invidious comparison, for mine make mud cakes and growl and talk in a common sort of way. It is in bad taste to thrust the smartness of your young people upon strangers. Tastes differ. A poetical child is my utter aversion. It makes me cringe to hear Tennyson lisped by a five-year-old. 'Little Johnny Horner, sitting in the corner', or 'Grandfather Longlegs', who could n't say his prayers, are far more to the point. The children of the very poor may have no fine, but they surely have no false, ways. You find them burrowing in the sand, rollicking on the grass, diving into water, sunburnt, tangled, matted, but glowing with health and lively as leaping brooks. I never want a rigged-up, prim child to come near me; but I can never withhold my heart from the boys and girls who hug their mother earth, and go about stealing music from pumpkin-vines and willow-stems."

GOOD FOR THE GIRLS.—Spunky girls they have in Waukegan. Loyal, too, they are, through and through, and not disposed to listen to any thing defaming the government. Thirteen of them attended a political meeting not long since, where, of course, they deputed themselves becomingly, though burning with indignation at the manner in which every thing loyal was misrepresented and traduced. At the conclusion of the speaker's remarks, permission was given to any body to 'tell his experience'. A crippled soldier arose, and began in a patriotic strain, when he was immediately choked off, and came near being roughly handled. This was more than the young ladies could stand, and they immediately boiled over. What they did we let them tell in their own language, as we cut it from the *Gazette*:

"One arose who had fought in battle in defense of the government and principles which they were seeking to destroy, and said '*Down with the traitors. Down with the traitors*'. Some seized the speaker and tried to expel him from the hall, denying him the right of free speech. He, however, continued to speak, although his sentiments could no longer be heard for the confusion and panic that pervaded the assembly. While they denied to the speaker the rights and privileges of a citizen, and tried by force to subdue him, we thirteen school-girls of the Central School, animated by patriotic motives, and urged by the exigencies of the times, sang

"The Union for ever, hurrah, boys, hurrah,
Down with the traitors, up with the Star."

"Amid cries of put them out, Mr. Rogers arose and said, "They are girls from the Central School, who have come designing to disturb our meeting." However, his remarks did not have the effect they were intended to produce. They concluded we were not to be controlled or dissuaded from our purpose by a self-appointed committee of fire-in-the-rear, and they motioned to adjourn.

"Deeming our presence no longer necessary for the benefit of traitors, we arose to depart, when we were loudly applauded. Before making our exit from the hall we proposed three cheers for Lincoln, which were given with true genuine spirit.

"We will ever maintain the right and expose the wrong, and to the cause of LIBERTY, TRUTH, and JUSTICE, we will be true even unto death.

ANNIE E. F. PORTER,
NELLIE E. CADWELL,
LOVELIA LOWN,
ELLEN BROWN,

M. ELIZA RECTOR,
NANCY SWEENEY,
SARAH J. WORSFOLD,
MARY E. CHAPMAN,
ELIZA BROCHAEN.

GRACE WILSON,
ORVILLE M. MORGAN.
LIZZIE WORSFOLD,
ANNIE E. BROWN,

THE AGRICULTURAL-COLLEGE QUESTION.—We are glad that the farming interests of the state are alive to the danger that menaces the munificent grant for the support of a State Agricultural College. Their spirit is shown by the following resolutions, adopted at the late State Agricultural Fair at Decatur:

WHEREAS, The industrial interests are of a paramount importance, all others being dependent upon their prosperity; and

WHEREAS, Congress has made a munificent grant of four hundred and eighty thousand acres of land, the proceeds of which are to be used for the endowment of an Industrial College for the promotion of Agriculture and the Mechanic Arts; and

WHEREAS, Certain existing institutions of learning have sought to divide this fund and partition the same among themselves; therefore,

Resolved, That we distinctly reiterate that the industrial interests of this state are one and indivisible; that the industrial classes are perfectly competent to draft a plan and arrange the details for the proper disbursement of this fund.

Resolved, That we indorse the sentiments contained in the resolutions of the Farmer's Convention held in Springfield in June, 1863, that there should be but one institution created out of this fund, and that it should be entirely untrammelled by connection with any existing institution.

Resolved, That we, the industrial classes of Illinois, pledge ourselves to combine to use our utmost efforts for the advancement of our educational interests, and knowing, as we do, that these are the foundation upon which the permanent prosperity of the nation rests, we will continue to labor to devote this fund sacredly to the purpose for which it was intended, viz., 'the establishment of one institution in this state, in which the leading object shall be to teach such branches of learning as are related to agriculture and the mechanic arts'.

Resolved, That as the arts and sciences are intimately connected with true progress in agriculture, it is of the utmost importance that the institution receive an endowment commensurate with the magnitude of the object in view.

Resolved, That seeing, feeling, and knowing, the want of practical education in our several employments, we are determined to provide a better state of things for our posterity.

Resolved, That we will support no man for office, whatever his political associations may be, unless we have full assurance that he will labor to carry out our views in this matter as herein expressed.

Resolved, That we consider the present candidate for the office of Governor of this state as pledged in favor of using this fund as contemplated in these resolutions.

Resolved, That we refer 'all whom it may concern' to the foregoing preamble and resolutions as embodying our 'claim' in the premises.

Resolved, That we hereby appoint Wm. H. Van Epps, J. B. Turner, John P. Reynolds, A. B. McConnell, and B. G. Root, as a committee whose duty it shall be to frame a bill, and urge its passage by the next General Assembly of this state, for the organization of an institution and disposition of the fund as contemplated by the act of Congress making the grant, and in accordance with these resolutions.

Resolved, That we request all the newspapers in this state to publish these resolutions.

O. B. GALUSHA, Secretary.

CHAS. W. MURTFELDT, Chairman.

So say we. So ought to say every honest person in the state. So will say every disinterested one. There is no misunderstanding the meaning of these resolutions. Let the farmers of this great state put at once and for ever a quietus upon the plan to put the breath of life into the set of dead and dying sectarian schools misnamed colleges and universities, who have been invited by Gov. Yates's committee of clergymen to '*put in their claims*'. As if a single one of them has any claim. As if the cause of agricultural science would be benefited if the whole grant were given to any one of them, much less to parcel it out in small bits. As if a committee of clergymen know any better what would be the proper disposition of an agricultural grant than the farmers for whom they aspire to legislate are supposed to know of the proper course of study for a miser. The farmers have '*sent in their claims*' in the above resolutions, and it will be a burning shame if their wishes are disregarded by the next Legislature. It ought to be the political death of any member to do it.

A NEEDED REFORM.—In the city of Chicago the teachers are paid promptly on the Saturday following the last Friday of every month. They are thus enabled to calculate with certainty how to dispose of their salaries, and are saved the great annoyance and vexation caused by the irregularity of payments which exists in some other cities.

But there is a class of laborers in the service of the Board—whose necessities exceed those of the teachers, and to whom delay in payment is a far greater inconvenience because in most instances they live from hand to mouth,—who can not calculate with certainty when to expect their dues. We mean the janitors. They are almost always during the winter months men who are accustomed to receive their wages every Saturday night, and who can ill afford to do without them; or, during the summer, widows or wives of laborers, with a family of children depending on them for support, the elder of whom are some times able to assist with the sweeping.

There would be less cause for complaint could these people receive their pay the same day the teachers do, or at any other stated time. It is made the duty of the Principal to send to the office of the Board two days before the close of the month a report of the time of each teacher and the amount of pay due. He could easily include the janitor in his report, since that person is under his charge and is responsible to him for the discharge of his duties. And as the teachers are paid in the afternoon, the janitors might be paid in the morning of the same day, thus giving them ample time to lay in their necessary stores before night. As this matter is now managed, separate bills are made out, or expected to be made out, by each janitor, and these are acted upon by the committee on janitors and supplies, some time during the next week or the week after, whenever the three or even two of them can be brought together. As they are business men, it is a difficult matter to get the bills audited, and it often happens that a second month is nearly or quite ended before they are paid. We know a case in point. As we write, on the evening of the twentieth of October, we know a widow-woman who goes out washing as one means of supporting her four children, who has not yet received her pay for sweeping one of the city schools during the whole month of September, though she has been to the office several times for it, and the day has been set for her to come for it each time. We have, too, a vivid recollection of being obliged to charge to profit and loss quite a round sum for us, the same being the amount of a grocery-bill for which we became surety and money lent to buy medicine for a sick child, to a poor man who was unable to work a month before his pay became due and then wait two or three weeks for the circumlocution office, and who from force of circumstances has never since been able to refund the money.

In addition to this, when the funds have been scanty the teachers have received their pay and the balance, if any, has gone to the janitors. We think that the reverse should have been the practice, since, except in rare instances, the amount of the teachers' board-bills, which is their heaviest item of expense, passes into the hands of those who can far better afford to wait a month than that a janitor should be put off a single day.

When we were in the service of the Board we repeatedly called the attention of those who control this payment to it, and did our best to have it remedied. As the subject has been again brought to our notice, we have thought best to say thus much about it, in the hope it may be seen by some members of the Board who will take it upon themselves to correct so unnecessary an evil.

RHODE ISLAND.—The third annual meeting of the Normal Association was held at Bristol, August 25. The oration was by Charles Spencer, of Newport,—the subject being 'Individual Education as a Means of National Progress'. The needs of the age as concerns individual culture were discussed under the following heads: The need for better parents, for better teachers, for better rulers; The hindrances to self-culture and some methods of overcoming them. A poem was read by Miss Emily S. Tanner. These exercises were followed by a collation at which Prof. S. S. Greene presided, the meeting closing with a sociable. Three members have died during the year.

NEW YORK.—The University Convocation of the State of New York celebrated its first anniversary at Albany, July 26 and 27, 1864. The Convocation was presided over by the Chancellor of the Regents, Hon. J. V. L. Pruyn. Papers were read by Prof. F. S. Jewell, of the State Normal School, on 'The System and Method of Logical Analysis applied to the Teaching of the English Language'; by Prof. Nichols, of the New-York Free Academy, on 'The Importance of Drawing as a Branch of College Education'; by Dr. Barnard, of Connecticut, on 'Examinations as applied in England, by the Government and the University'; by Prof. Webster, of the Rochester Free Academy, on 'The Public Schools of Rochester, and their Examination'; by Prof. Werner, on 'The Examinations of the Free Academy', being an elaborate and masterly defense of written examinations; by Dr. Griscom, of New York, on 'The Propriety and Duty of Teaching Physiology and Hygiene in Common Schools', illustrating by several interesting experi-

ments; and by Prof. Tayler Lewis, of Union College, on 'Methods of Teaching with Special Reference to what is called Memoriter Instruction'.

Addresses were delivered by Prof. A. J. Upson, of Hamilton College, subject, 'A Defense of Rhetoric'; and by Prof. Charles Murray Nairne, of Columbia College, on 'The just place and proportion of the studies commonly comprised in a sub-graduate course of instruction'.

The following topics were taken up for discussion:

- 1st. How far shall examinations be oral, and how far written?
- 2d. What should be the amount of attainment for admission to Colleges?
- 3d. What is the best method for effecting a uniform grade of attainment for admission into Colleges?
- 4th. What are the best methods of producing competitive examinations for admission into the military and naval schools of the country?
- 5th. What are the best methods for producing complete examinations for all civil offices?

The discussion on these points was quite spirited, and of a highly entertaining character. The point relative to admission into the military and naval schools of the country occupied a considerable share of attention. With reference to the matter, Gen. Wetmore offered the following, which were adopted:

Resolved, As the sense of this Convocation of the friends of Education in the State of New York, that great public interest will be promoted by conferring, as far as practicable, the selection of candidates for admission to the United States Military Academy at West Point and the United States Naval Academy, to scholars of the highest merit in the public seminaries of learning in the state.

Resolved, That the preceding resolution be communicated to the representatives in Congress from this state, by the Board of Regents, with an earnest and respectful request that they will unite their personal influence and action in connection with these of the Convocation, in giving practical effect to the preceding suggestions.

Resolved, That the officers and faculty of each of the principal seminaries of learning in this state be invited to give their active coöperation in a measure of vital interest to the cause of education, as well among the people at large as to the public services of the country.

A committee was appointed to report on the course of study preparatory to entering college. Also, a committee to confer with a like committee of the State Teachers' Association, touching their mutual relations and interests.

Concerning this meeting the *Teacher* says: "It is not too much to hope that the Convocation has inaugurated measures that will do much toward perfecting our great system of public education, harmonizing different grades of schools, and making, in time, the Common School, the Academy, the College, and the University, according parts of one great whole, whose mission shall be to offer the broadest and freest culture to every child in the state."

The closing exercises of the fortieth term of the State Normal School took place in Tweddle Hall, Thursday, July 14.

OHIO.—The State Association met at Toledo July 5. We prepared last month a lengthy abstract of this meeting, which was unavoidably crowded out.

Though rather late in the season, we can not let the meeting pass without alluding to one or two of the prominent topics brought up at this unusually interesting meeting.

Mr. Daniel Hough read a report 'On the importance of special preparation on the part of primary teachers, and the best method of securing such preparation'.

This report spoke of the fact that in most cases these schools are placed in the hands of inexperienced teachers, and also that persons who have received a fair education and have obtained a certificate to teach too often think they have nothing to do but reap the reward of their labors. To instruct the former and convince the latter is the task in hand. All must be encouraged to read professional and other works. To aid in this, the Principal should have a good library. Rare works may be read by the Principal, and commented on by all at a teachers' meeting each day. Teachers should be encouraged to read children's books. They contain a great number of facts for illustration and stories for amusement, which may be of great service to a primary teacher. All young teachers should be placed directly under the supervision of the principal, and teach a part of the day and recite the other. These pupil-teachers should take a three-years course of study, and having regular examinations at least twice a year, should have their

salaries advanced at each successive step. Their pupils would be dismissed while they were practicing, giving them, say, a session of two hours each morning and afternoon.

During the spirited discussion which followed, Mr. White said the necessity of providing for the special professional training of the teachers of our primary schools was justly set forth by Mr. Hough. The want of such preparation is one of the greatest obstacles to overcome in the management of our schools. The proper instruction of little children requires a clear and definite knowledge of the principles of education, and rare skill in applying those principles in methods and processes. His observations in the schools of the principal cities and towns of the state convinced him that the primary departments were more defective than the upper. The teachers therein employed were largely unqualified for their peculiar work. He doubted whether the plan of training primary teachers recommended in the report would be generally practicable. It might work well in schools organized, as in Cincinnati, with a local superintendent or principal in each building, able to give his whole time to the work of supervision. Mr. Hough was himself peculiarly fitted for such a work. He had for years devoted his attention largely to primary instruction. The report assumed that all superintendents were alike properly situated and qualified. Many of our superintendents could not do this work efficiently. They had not the necessary time for such duties, and, besides, primary instruction was as yet imperfectly understood. A man must make primary teaching a specialty, devoting much attention to the subject, before he can become an efficient trainer of others. It requires the highest skill. The mere copying of methods will not answer; such instructions soon become a lifeless routine. There must be spirit as well method in primary instruction, and the teacher's own resources must be the life of her methods. It seemed to him that, in addition to the plan recommended in the report, we need special training-schools. A few well-trained primary teachers would greatly aid superintendents in carrying on the plan proposed. They would become models, making the training of the other teachers much less difficult.

Mr. Hough said there were 23,000 teachers in the state, and that a normal school would do very little toward preparing so many. He explained the position of Cincinnati principals and their opportunities to look after primary teaching. He had visited the Oswego schools, and did not wholly like their plan of training teachers. He spoke of English training-schools. Assistants were pupil-teachers five years at first, and afterward spent five years in a training-school. He would not put untrustworthy teachers in the upper grades; preferred to place inexperienced teachers in the primary grades, and then train them for the work.

The Association divided into sections, in accordance with a plan submitted by Mr. Rickoff. The programme was:

Section A—Questions pertaining to the Science and Art of Teaching.

Section B—Papers and Addresses designed to promote the general interests of common schools and other educational institutions, and all questions relating to school-laws and their administration.

In Section A Mr. DeWolf read a report on 'Composition in a Course of Study in our Common Schools'.

Mr. Harding remarked that composition in the schools is one of the greatest bugbears of the times. Every young person is indisposed to write. The suggestion in the report is admirable, because it makes writing an every-day exercise. Take common subjects for compositions, such as *nail, desk, atlas*, and thus cultivate habits of attention and observation.

Mr. Dickerson said that scholars are inclined to think they must dress ideas as finished writers would, and in order to do this, they become hypocritical, writing what common sense tells them is impossible.

Each scholar should write out the day's work as the last exercise of every day. Teach the habit then to condense, giving something practical. As examples, he had his pupils give reasons for or against following the fashions, for or against profanity, etc. As pupils grow older, give them something more progressive. It is not so much *what* we teach as *how*.

Mr. Harvey remarked that criticism is not the first duty of teacher or scholar. Would not commence composition in the primary schools. Talking must precede

writing. Teach the smaller children to *relate* some incident or story. Larger scholars are apt to compare their own writing with something they have read. It seems tame to them and they become disgusted. Suggest thoughts; get them started right; let them write descriptions; then they can not compare their productions with others. Confine criticisms at first to the spelling of words; afterward make different arrangements of sentences, and your pupils will have the benefit of true criticism, and none of its discouragements. Write out topics and different heads of subjects, and the interest in composition will increase. Scholars will write compositions oftener, and have some laid up ahead. Whatever children may be in after life, it will be necessary for them to write descriptions often.* I do not approve of long abstract compositions; think the time wasted in such writing. Scholars soon learn to select topics and then to divide them under suitable heads.

In Section B Mr. W. D. Henkle read a report on 'County Supervision'.

Mr. Cowdery, of Sandusky, made an oral report. He felt considerable reluctance in pressing the matter upon the state legislature at the present time. He thought it unwise to call upon the state for extra expenses; and yet the true policy of the state, respecting educational interests, is not how little money can we get along with, but how much can be judiciously expended. All will agree upon this. County supervision would be one proper aim. Several measures present themselves here. We might greatly benefit our schools by establishing institutions similar to those of Germany and other countries. How shall our schools be improved, especially those of the rural districts? He believed there is no better way than the appointment of county superintendents, to visit these schools, call meetings, institutes, etc. He believed the instruction in country schools now not much better than it was fifteen years ago. They will not improve except by the appointment of qualified men to superintend and teach. There are many difficulties in the way of county supervision. He had visited New York, and there saw that while some counties were greatly benefited in having superintendents, others suffered because poor men had been appointed. The selection of good men should be general. He was heartily in favor of the measure, but disliked to press it just now.

On the subject of truancy, Mr. Tappan said that, while superintendent at Steubenville, he found rewards and punishments useful in preventing it. Cards were given. It is important that these should be promptly delivered.

Mr. Cowdery desired some definite action of the Association. Truancy is like chronic disease. It can be cured, but not by teachers alone. There are three classes of truants: 1. Those who would but can not go to school. 2. Those who do n't care to go. 3. Hard cases. We need truant officers, with a proper title. We must do as is done in New-England cities. It is not the duty of teachers to bring in truants.

Prof. Greene, of Rhode Island, being called upon, said he had nothing to add. Providence had made an effort to secure the passage of a law similar to that of Boston, but had failed thus far. He objected to the Boston law because it gave the truant-officer too much power. He takes children out of the hands of their parents. Would resort to the usual curative means until an improvement can be effected.

Mr. Cowdery said that some members of the legislature were unfavorable to the passage of the bill reported last winter, supposing that it embodied the European idea of compulsory education. This objection was unfounded, and may be answered by saying that the bill only seeks to restrain one class of youth—the street children, who are becoming vagabonds and criminals.

Mr. Dickerson remarked that in the Old Bay State there is a law that every child shall attend a school of some kind six months in the year; and on his motion a committee of three to memorialize the legislature on the subject of truancy was appointed.

Mr. Harding read a report on Normal Schools, by Hon. Rufus King, of Cincinnati. The report was in the form of a memorial to the legislature.

Mr. Henkle said he was a member of the American Normal-School Association. The members of that Association are not agreed as to what a normal school should be. Some think the whole matter a merely professional education. The

time for a definite judgment has not yet come. Our materials are not yet prepared. No harm is done if teaching be repeated in normal schools. He had taught in all kinds of normal schools, and had conversed with leading men upon the subject. Some people can not learn some things. First investigations are always provisional. Let these schools be established for the sake of giving prominence to the idea of normal schools.

Mr. Crosby was glad the memorial came from Hon. Rufus King,—he being an influential lawyer and qualified to operate successfully with members of the legislature. The normal school of Cincinnati failed through bad management. There exists an increasing desire among teachers to revive it, and yet there is a difference of opinion among them as to how it shall be constituted. He feared that the prevailing idea was wrong. A normal school will not be successful teaching text-books, subjects, methods, etc.,—these should give place to a thorough study of human nature, of the subject to be trained by the teacher—the laws governing heart, mind, and body.

The memorial was approved and adopted, and the committee appointed.

T. W. Harvey, of Massillon, was elected President, and H. J. Caldwell, of Warren, Secretary. Cincinnati was selected as the place of the next meeting.

Daniel Hough, Principal of the First District School, Cincinnati, has resigned, to accept an agency in the well-known publishing house of Sargent, Wilson and Hinkle. Cause, as usual, inadequacy of salary.

IOWA.—The State Association met at Dubuque, August 23. Addresses were delivered by A. S. Kissell, on 'The Influence and Efforts of the Teacher'; by Hon. O. Faville, on 'The History of the School Legislation of Iowa'; by J. L. McCreery, on 'Aspiration'; by John Brainard, on 'Words'; and by W. H. Wynn, on 'Intuitive Instruction'.

Hon. O. Faville was elected President for 1865, and editor of the *Journal*. Ninety-one persons were present, fifty of whom were members.

KANSAS.—The State Meeting was held at Topeka, July 10, Hon Isaac T. Goodnow presiding. The addresses were: by I. T. Goodnow, 'Free Gymnastics', with illustrations; by J. E. Platt, on 'Primary Singing'; and by B. F. Mudge, on 'Geology'. The subjects of 'Moral and Religious Instruction' and 'State Certificates' were discussed at length. H. D. McCarty is continued as editor of the *Educational Journal*, and the price is increased to \$1.00 per annum. Fifty-seven members were present. H. D. McCarty was elected President. The next session is to be at Atchison.

QUERY.—How many experienced educators in Illinois have tested the worth of the Phonetic Alphabet by a critical and decisive trial in the school-room? If there are any, they will please to remark upon its utility, naming their favorite authors; for the convenience of

A YOUNG CO-LABORER.

MARRIED.—In Chicago, October 1, by the Rev. J. H. Leonard, Mr. HUGH MACMILLAN and Miss ANNA B. MACKAY, teacher in the Moseley School.

In Chicago, October 12th, at St. James Church, by the Rev. R. H. Clarkson, Mr. C. C. BOYDES and Miss HANNAH DICKINSON, teacher in the Moseley School.

LOCAL INTELLIGENCE.

ALEDO.—Our public school opened Sept. 19, with the following teachers: Mr. C. S. Kirk, Principal, with whom we have no acquaintance, but who comes well recommended as in every way qualified to discharge the duties of his position. Miss Lizzie Perkins has charge of the Intermediate Department, and Miss Ena

Marquis of the Primary, both of whom have heretofore been employed in our public school, and given general satisfaction. Record.

CLINTON.—The Public School reopened October 3. The directors have rented two rooms outside of the school-building, so that ample room is provided for all scholars that may attend. The corps of teachers is as follows: J. G. Marchant, Principal; Miss Blain, Miss Davis, Miss Smith, Miss Madden, Miss Welch, and one not yet appointed.

KANKAKEE COUNTY.—Commissioner Higby is doing good service in Kankakee. He has instituted a series of Directors' Meetings, one effect of which is that in twenty districts \$800 worth of apparatus has been already purchased.

RANDOLPH COUNTY.—The Institute was held at Sparta September 28th and 29th. The officers generally were absent, and the attendance was not large. The exercises consisted of drills upon the common branches taught. The following resolutions indicate the spirit of the members:

1st. *Resolved*, That we feel that Mr. Mann, County Commissioner, has been neglectful to us and of his duty in not attending our meeting.

2d. *Resolved*, That, in our opinion, County Teachers' Institutes should be branches of the State Teachers' Institute; and that teachers should be required by law to attend the meetings of their respective County Institutes, on penalty of not being granted certificates of qualifications from County Commissioners.

3d. *Resolved*, That we believe the *Illinois Teacher* a faithful exponent of the system of free schools now in operation in our state.

4th. *Resolved*, That no one be granted a certificate to teach in the free schools of our county who is not thoroughly loyal to our government.

The Spring Institute will be held at Sparta on the first Wednesday in April, 1865.

MT. ZION MALE AND FEMALE SEMINARY.—Mt. Zion is a village seven miles south-east of Decatur, in the midst of an industrious and happy community. A good school-building, capable of accommodating one hundred students, was erected in 1854. It was destroyed by fire in 1857; but another and a better one has been erected. This institution is now under the care of Rev. A. J. McGlumphy, A.M., assisted by Rev. R. T. Marlow. Mr. McGlumphy has continued in this position for five years, giving full satisfaction. Mr. Marlow is the pastor of the Cumberland Presbyterian Church. A respectable building has recently been erected for the accommodation of the primary department, now under the care of Mr. Estabrook.

COOK COUNTY.—Two sessions of the Cook County Teachers' Institute, of one week each, were held during the first and second weeks in October. The first was held at Lyons, and was attended by thirty teachers, mostly of a higher grade. Evening lectures were delivered by R. E. Hoyt, editor of the *Chicago Union Banner*; W. H. Wells, late Superintendent of the Chicago Schools; S. H. White, Principal of the Brown School; and Geo. Howland, Principal of the Chicago High School. On the last evening the teachers enjoyed a social reunion at the residence of Mr. and Mrs. Reeve. It was a pleasant occasion.

The second was held at Barrington, and was attended by about one hundred teachers. Evening addresses were delivered by Rev. S. C. Bartlett, D.D.; Hon. J. L. Pickard, Superintendent of the Chicago Schools; Hon. Geo. C. Bates, and Rev. Robt. Collyer, D.D., all of Chicago. It is no disparagement to others to say that but few Institutes are favored with as able lecturers as was the one at Barrington. The last evening of the session was also enjoyed in a literary and social reunion, attended by over two hundred teachers and others.

Both sessions of the Institute were conducted by the School Commissioner, John F. Eberhart, assisted by E. A. Angell, Principal of the Blue Island Union

School, and others, at Lyons; and by N. J. Aylesworth, Principal of the Barrington Academy, and others, at Barrington.

The interest manifested by the teachers was never surpassed at any previous sessions of the Institute, and it is believed that the amount of practical good accomplished was never greater. The teachers were prompt in every duty, and exhibited a laudable ambition to excel in their profession. Perfect harmony prevailed. They were also most handsomely entertained by the people, both at Lyons and Barrington. The customary resolutions of thanks to the various parties who contributed to the interest of the occasion, together with patriotic resolutions, were unanimously passed.

MONROE COUNTY.—According to previous notice, a number of the teachers of the county assembled at the Court-House in Waterloo, October 3, for the purpose of organizing an Institute, and passing an Examination. The meeting was called to order and a temporary organization effected by selecting Jas. A. Kennedy, School-Commissioner, Chairman, and D. S. Donegan, of Columbia, Secretary.

A committee of four, consisting of Rev. G. Steinert, Dr. A. Wetmore, D. S. Donegan, and Wm. Gamage, was appointed to draft a constitution for the Institute, and report at 2 o'clock P.M., to which hour the Institute adjourned.

On reassembling, the committee reported a constitution, which was adopted. Members were then enrolled, and proceeded to the election of officers, which resulted as follows:

President, Dr. A. Wetmore; Vice-Presidents, Rev. G. Steinert and H. B. Bornemann; Secretaries, D. S. Donegan and A. Brandes; Treasurer, Rev. John Peters; Executive Committee, James A. Kennedy, D. S. Donegan, and H. C. Talbot.

The Executive Committee, after a short recess, reported the following programme for the afternoon: 1. Introductory and Explanatory Remarks, by Jas. A. Kennedy, School Commissioner; 2. Examination of Teachers in Orthography; 3. General Discussion on Teaching Orthography; 4. Examination of Teachers in Reading; 5. General Discussion on Teaching Reading. The Examination was very creditable, and the discussions interesting to those who feel at heart the cause of education.

In the evening the teachers assembled at the office of the Commissioner, during which meeting School Government, and the propriety of giving rewards and prizes, were debated with animation by the members.

On the 4th the Executive Committee reported the following programme: 1. Examination of Teachers in Penmanship; 2. General Discussion on Teaching Penmanship; 3. Examination in Grammar; 4. Discussion on Teaching it; 5. Examination in Arithmetic—Written and Mental; 6. Discussion on Teaching it; 7. Examination in Geography; 8. Discussion on Teaching it; 9. Examination in History of the United States; 10. Discussion on Teaching it. In consequence of the many branches to be passed over in so small a space of time, both the examinations and discussions were hurried and somewhat superficial, but still such as to indicate proficiency in the several branches.

On motion, Messrs. Gamage and Hibbard, and Misses Prather and Livera, were appointed committees to detect and report inaccurate expressions in language, etc.

In the afternoon several important questions were discussed. The Executive Committee reported a programme for the meeting in April next, the details of which will be published in due time. The critics and the committee on resolutions made their reports. A resolution was introduced recommending a uniformity of text-books similar to those at the present time adopted by the School Commissioner.

Dr. A. Wetmore, President, then distributed to the Teachers certificates of qualifications, and to the members of the Institute certificates of their attendance. The Institute numbers some thirty members—active and earnest teachers and friends of education.

A. WETMORE, President.

D. S. DONEGAN, AUG. BRANDES, Secretaries.

HANCOCK COUNTY.—The annual meeting of the Institute was held at Fountain Green, agreeably to announcement, about sixty teachers being present. The lecture on Monday evening by Rev. D. Harris, of Fountain Green, was well received, being replete with good sense and earnestness upon the cause of Education.

Tuesday, August 30th, an exercise in reading was conducted by Rev. S. Hart, of Carthage; exercises in Mental Arithmetic by G. W. Batchelder, and Written Arithmetic by G. W. Browning. Mathematical Geography and Grammar were conducted and discussed by members of the Institute during the day, and an essay read by Miss Ellen B. Scripps, which was the only one read during the meeting. The lecture in the evening by Rev. S. Hart—subject: 'Music in our Common Schools'—was very good, and suggested much thought upon this important branch of an education.

Wednesday forenoon was devoted to drill exercises in Written Arithmetic (Fractions) by G. W. Batchelder; Mental Arithmetic (Fractions) by Rev. D. Harris; Geography, topic Western States, by Miss J. Buzzell. In the afternoon Prof. Lyman conducted the Institute in an exercise in Elocution and Voice Culture, and Prof. A. J. Phelps in Penmanship. The evening was devoted to Prof. Lyman's 'Entertainment'.

Thursday forenoon was occupied in exercises in Arithmetic by Rev. M. Waldenmeyer, and in Spelling by G. W. Batchelder; the afternoon to the discussion of the various branches taught in Common Schools. The lecture in the evening was able and appreciated by all present: the lecturer, Rev. M. Waldenmeyer, had given his subject, 'Ancient and Modern Education Compared', much thought and preparation.

The exercises on Friday forenoon were of a similar character with those of the preceding days, and were all interesting. In the afternoon the Institute proceeded to the election of officers, as follows: Rev. S. Hart, President; Miss Anna Gray, Secretary; Geo. W. Browning, Treasurer.

The Social in the evening passed off pleasantly, during which the following resolutions, among others, were unanimously adopted:

Resolved, That Vocal Music in its elements should by law be placed in the list of school studies in Illinois at as early a date as practicable.

Resolved, That all teachers should zealously study to render themselves personally agreeable to pupils and parents, in order to entire success in the profession.

Resolved, That a Manual, such as Mansfield's Political Grammar, should be a text-book with the advanced classes in all our schools.

Resolved, That, owing to the disturbed state of our beloved country, it is the duty of every American citizen to use all conciliatory means to harmonize the discordant elements now existing among us; and more especially is it the duty of every teacher to use his utmost endeavors to instill into the hearts of his pupils a love and a reverence for God, our country, our flag, and our institutions; and he that will not do this is false to his own nature, to his country, and to his God.

Resolved, That we hold in grateful remembrance our fellow teachers now in the armies of their country, and fondly trust that they may be allowed to return in triumph to their homes, bringing with them victory for their country and for themselves increased personal honor, again to engage with us in the noble profession of training the precious youth of the land in the appreciation of the heritage of liberty.

Resolved, That we, as fellow-citizens and co-members of this Institute with Mr. G. W. Batchelder, do hereby express our grateful acknowledgments to him for his unflinching kindness and encouragement in our work, he always holding us up, cheering us on, and arousing us to greater activity and a higher preparation for a higher work, and that it is with joy we hail him in our midst on this present occasion, and anticipate still further benefit from his kind guidance and fellowship in the future.

The next meeting is to be held on the third Monday in April, 1865. It is hoped that more than sixty teachers will be present, and that the appointees will be promptly on the ground.

GEO. W. BATCHELDER, 1st Vice-Pres.

J. M. BALDWIN, Secretary *pro tem*.

MACOUPIN COUNTY.—The Macoupin County Teachers' Institute convened in Virden Sept. 5th, and remained in session five days. The lectures before the Institute were of a high order and replete with purest patriotism. Prof. Edwards, of the Normal University, delivered one of those lectures which teachers so much need. The Institute, though small, was successful. The Spring meeting will be held at Girard on the first Monday in April, 1865.

O.F.Q.

KANE COUNTY.—Commissioner Braden has been doing a good work in thinning out the dead-wood among the Kane county teachers. As might have been expected, his efforts to raise the educational standard in his county have aroused the opposition of those who have held a certificate when they were not entitled to it. He defends himself by publishing some of the results of his examinations. And he has the best of the argument, for he has the papers handed in by these would-be teachers. As specimens, we give a few of the questions in Arithmetic, and they are a fair sample of them. Thirty-six applicants were examined at this time.

1st. Express by figures nine hundred and forty-eight decillions, fifty-four octillions, five septillions, three hundred and seventy-eight quadrillions, seventy trillions, two hundred billions, three hundred and forty-nine. This example in notation, the first rule in arithmetic, was answered by eight in a class of thirty-six!

8d. I bought \$6476.56 worth of gold, at sixteen dollars per ounce. How many pounds did I buy? Reduce the remainder to integers of lower denominations. Eight answered correctly. Seven obtained the right number of pounds, but did not reduce the remainder, or did not do it correctly. Ten had no decimals in their answer, oblivious of the fact that cents are hundredths of a dollar. Three weighed gold by Avoirdupois weight.

5th. Add seven eighths, eleven twelfths, four fifteenths, thirteen twenty-firsts, and four and three twenty-eighths. Correct, seven. Five or six had the whole number correct, but made a mistake in the fractional part of the answer.

9th. If a staff six feet seven inches cast a shadow of nine feet ten and a half inches, what is the height of an object that casts a shadow of forty-five feet nine inches? Correct, one. Nearly correct, two. Process correct but answer wrong, one.

10th. Paid \$750 for railroad stock, at ninety-two per cent., and sold it so as to gain thirty-two per cent. What did I gain? Correct, none. Not one seemed to understand any thing about the example.

11th. I paid \$1,256 to cancel a debt which had been on interest two years five months, at six per cent. What was the original debt? Correct, three. Rest failures, or no attempt to solve it.

12th. What would be the discount of \$948 due two years seven months hence, at five per cent.? Correct, one. But one or two tried the example.

13th. I sold goods for \$37.50, which cost me \$62.50. What did I lose per cent.? Correct, two. Two obtained four per cent., in stead of forty, the real answer.

14th. I sold a horse for \$175, and lost twenty-five per cent. What did he cost me? Correct, three. Rest unanswered.

The Commissioner thus pertinently sums up the examination:

"Aggregate answers in arithmetic, fifty-two out of four hundred and twenty, or one-eighth. Entire aggregate, two hundred and thirty-four out of fourteen hundred and seventy, or less than one-sixth of the questions!

"Twenty-two answered less than one-fifth of the questions in arithmetic, or failed in that branch, in a class of thirty-six. You have the questions before you, and bearing in mind that all had on an average nine minutes to each, and many twelve, was a grading which rejected only thirteen of such a class too severe? Should not applicants answer at least one-fifth of the above list? Can persons who made such egregious blunders as some I have given be qualified for the responsible posts of teachers? I have the 'papers' for all I have said in this article, and I am willing to let the matter rest with the good sense of all unbiased minds whether I have been too strict or not.

"If, in stead of misrepresenting and slandering the Commissioner, applicants were to devote the time to remedying their defects, it would be better for them, our schools, and all concerned. I shall be more strict hereafter, and continue to raise the standard of qualifications, regardless of all misrepresentations, anonymous squibs, senseless attempts at wit, and threats that I will lose the mighty support of certain persons in future canvasses for nomination. I shall do what I believe to be right, without fear or favor, and believe that all sober, right-minded persons will approve of my course when they understand it.

CLARK BRADEN,

School Commissioner of Kane County.

NOTICES OF BOOKS, ETC.

LADRETT'S CLASSIC MODELS OF FRENCH CONVERSATION.—**MODÈLES CLASSIQUES DE CONVERSATION FAMILIÈRE**, tirés des meilleurs Auteurs Dramatiques Français de nos jours, etc. Ouvrage éminemment utile aux étudiants de la Langue, offrant aussi une Lecture Récréative et Amusante à ceux qui savent déjà bien le Français. Par E. M. Ladrety. Boston: Crosby & Nichols.

Les pièces suivantes forment les sujets des livraisons qui sont maintenant en vente, et qu'on peut se procurer séparément, ou reliées en un seul volume, chez les principaux libraires de chaque État. *N.B. Each play with English foot-notes.*

No. 1.—*Par Droit de Conquête*, comédie en 3 actes, par Ernest Legouvé, de l'Académie Française; représentée pour la première fois, à Paris, sur le Théâtre-Français, le 7 juin 1855.

No. 2.—*Le Gentilhomme Pauvre*, comédie en 2 actes, par Dumanoir et Lafargue; représentée pour la première fois, à Paris, sur le théâtre du Gymnase-Dramatique, le 19 février 1861. L'Empereur Napoleon III fut si content de cette touchante comédie, qu'il envoya aux auteurs une tabatière d'or garnie de diamants.

No. 3.—Celui-ci contient deux pièces. I. *Mon Étoile*, comédie en 1 acte, par E. Scribe, de l'Académie Française; représentée pour la première fois, à Paris, sur le Théâtre-Français, en 1853. II. *La Diplomatie du Ménage*, comédie en 1 acte, par Madame Caroline Bertou; représentée pour la première fois, à Paris, sur le Théâtre-Français, le 6 janvier 1852.

No. 4.—*La Tutrice, ou L'Emploi des Richesses*, comédie en 3 actes, par E. Scribe et Duport; représentée pour la première fois, à Paris, sur le Théâtre-Français, le 29 Novembre 1843.

25 cents each; the four numbers bound in one, \$1.00.

These little works are a valuable addition to our French school-literature. Each number is complete in itself, and contains an entire modern drama.

A LATIN GRAMMAR FOR SCHOOLS AND COLLEGES. By Albert Harkness, Ph. D., Professor in Brown University. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. \$1.75.

Professor Harkness says in his preface that he has long believed that the subject of Latin Grammar, so often regarded as dry and difficult (so universally found so, he might have said), might be presented to the learner in a form at once simple, attractive, and philosophical. We were once one of Prof. Harkness's pupils. We know that he carried that belief into his teaching, and that this was one of the causes to which were due our hearty interest in the recitations he conducted and our rapid advancement in the studies pursued. We have looked for this text-book with unusual interest, wondering if, at this distance from our school-days, we should see in it any thing which should recall the author's peculiar methods of instruction. We find, or seem to find, the impress of his genius on almost every page. Looking through it, we are a boy again plodding along the road, and the written words seem his very voice to smooth away the roughnesses which beset our path.

The distinguishing general characteristics of the work are—the brevity and conciseness of the phraseology and the arrangement of forms and topics, by which is presented an amount of carefully-selected grammatical facts not usually expected to be found in a volume of this size; the presentation of a general survey of the subject in large type, and a full discussion of the irregularities and exceptions in small type, thus introducing the beginner easily and pleasantly to the first principles, yet making adequate provision for his wants as an advanced student; the keeping the two essential elements of inflected forms constantly in mind by a difference of type for the stems and endings both of declension and conjugation; and presenting such topics as require illustration complete in their outline before the separate points appear in detail, thus on a single page foreshadowing the leading features of an extended discussion, and imparting a com-

pleteness and vividness to the impression of the learner impossible under any other treatment.

A Latin Reader, prepared with especial reference to this work and intended as a companion to it, will be published at an early day.

MEMOIR OF MRS. CAROLINE P. KEITH, Missionary of the Protestant Episcopal Church to China. Edited by her brother, William C. Tenney. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. Pp. 392. \$1.50.

A memoir of more than usual interest, for it gives the life-history of an uncommonly earnest woman. Most of it is in the form of correspondence, and these private letters give striking pictures of the every-day life of the curious people with whom she spent her life.

POEMS OF THE WAR. By George H. Boker. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. Pp. 202. \$1.25.

Catching the salient points of our war-history, Mr. Boker has given us a sprightly, easy-flowing collection of poems, though but few of them will be remembered very long after the occasion which called them forth has become history. 'Lookout Mountain' and 'Farragut at New Orleans' are the best things in the volume.

COMPOSITION-WRITING: A Practical Guide; containing Model Lessons and Hints to Teachers and Pupils. By W. W. Davis. Chicago: Geo. & C. W. Sherwood. Pp. 52. 30 cents.

Most readers of the *Teacher* have read with pleasure the series of papers on this subject by the same author as they have appeared from time to time. Pursuing the plan suggested in these articles, we have a series of model lessons with suggestions, forming a complete practical guide from which even the best teacher may obtain useful hints. The author's contribution to this number of the *Teacher* is from his book, and is a good specimen chapter.

A GUIDE TO COMPOSITION: A Series of Practical Lessons, Designed to Simplify the Art of Writing Composition. For Beginners. By T. S. Pinneo. Cincinnati: Sargent, Wilson & Hinkle. Pp. 162. 50 cents.

Designed to reach the same end as the work just noticed, this pursues a very different course. That is a manual for the teacher; this a text-book for the pupil. It goes quite down to the elements and seems well adapted to give a clear and easy style to the learner before he really dreams of 'writing a composition'.

SMART'S MANUAL OF FREE GYMNASTICS AND DUMB-BELL EXERCISES. Cincinnati: Sargent, Wilson & Hinkle. Pp. 64. 25 cents.

A collection of *new* exercises adapted to every-day use in the school-room or parlor, embracing a variety of chest, arm-swinging, bending, wrist-and-finger, and vocal exercises, together with movements adapted to marching, singing, repeating mottoes, dates, classifications in geography, and many other concert recitations.

PROGRESSIVE LESSONS IN GREEK, with Notes, References, and a Vocabulary. By William B. Silber, A.M., New-York Free Academy. D. Appleton & Co. Pp. 76. 75 cents.

We have in this volume a neat little hand-book for beginners, containing all that is necessary to a student in his early study, and so arranged that he may without aid make considerable progress in the language.

THE CLIFF-CLIMBERS, OR THE LONE HOME IN THE HIMALAYAS. By Captain Mayne Reid. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. \$1.00.

The Cliff-Climbers is the sequel to the 'Plant-Hunters', and, getting the young hunters out of their difficulties, is the last of this attractive series of books.

A new series by the same author is announced, the first volumes of which—'The Ocean Waifs' and 'The Boy Slaves'—are already in press.

FIRESIDE TRAVELS. By James Russell Lowell. Boston: Ticknor & Fields. Chicago: S. C. Griggs & Co. \$1.75.

This volume contains: Cambridge Thirty Years Ago; A Moosehead Journal; and Leaves from My Journal in Italy and Elsewhere,—comprising At Sea; In the Mediterranean; Italy; and A Few Bits of Roman Mosaic.

Though the greater part of this volume appeared in the days of *Putnam* and *Graham*, no one who read them there will regret to give them a second reading here. It is one of those books that, caught up any time and any where, afford entertainment.

THE SELECT ACADEMIC SPEAKER. By Henry Coppee, A.M., Professor of English Literature in the University of Pennsylvania. Philadelphia: E. H. Butler. Monroe, Mich.: M. Judson Vincent. \$2.00. Pp. 572.

This collection ranks among the best. Its peculiar characteristics are: the large number of new and appropriate selections; the brevity of the extracts; and the smallness of the type,—all combining to present a greater number of pieces and a more numerous collection of authors than can be found in any similar book.

THREE MONTHS IN GREAT BRITAIN. By J. M. Sturtevant, D.D., President of Illinois College. Chicago: John A. Norton. 25 cents.

We have here presented the present attitude of Great Britain toward the United States as determined by the personal observation of the distinguished writer. He enjoyed and improved to the utmost an opportunity of getting at the real feeling across the water which has been afforded to no other American, Henry Ward Beecher not excepted, and this lecture is an interesting *résumé* of what he saw and heard there. It deserves to be widely circulated.

THE AMERICAN JOURNAL OF EDUCATION. Henry Barnard, LL.D., Editor. Geo. & C. W. Sherwood, Publishers, Chicago.

The September number contains: The State and Education; Public Instruction in Hesse Darmstadt; The Problem of Education; The Jesuits and their Schools; Professional Training in Upper Canada; Public Instruction in Holland; Military Schools in Russia; Military Schools in Great Britain; American Lyceum, proceedings from 1831 to 1839; Rhode-Island Institute of Instruction, Journal of to date; National Teachers' Association in 1864; American Text-Books; and Educational Intelligence.

No one can read the table of contents without being thoroughly convinced how much of a necessity the *American Journal* is to the teacher who would rise in his profession. We hope more of our Illinois teachers may be induced to see this subject so and send their subscriptions to friend Sherwood before a new year opens.

THE NORTH-AMERICAN REVIEW. No. XCV. October, 1864. Boston: Crosby & Ainsworth.

This number contains: Baron Steuben, a very interesting paper; Recent Italian Comedy; The Conditioned and the Unconditioned,—Metaphysics enough for any body; The Indian System; Ocean Steam Navigation; Goldwin Smith; Nathaniel Hawthorne; The Next General Election, a most capital scorching of the Chicago nominations; and the Critical Notices, to us always the portion first read, as we glean the spirit of the many books we are not fortunate enough to obtain.

The staid old *North-American* seems under the new editorship to have renewed its youth, and one can now-a-days no where find more enjoyment of solid reading than its pages afford.

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ILLINOIS TEACHER.

VOLUME X.

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SUCCESS IN TEACHING.—No. II.

IN the November number of the *Teacher* we presented some thoughts upon the importance of *Sympathy* as an element of character in the teacher, and the power it gives him in controlling and guiding his school. A teacher fully imbued with this sympathy is always conscious of having his school more or less under his control. There is a nearness, a kind of a contact between them, that can be felt. But a consciousness of power some times leads to an undue exercise of it; and teachers, in their extreme anxiety to succeed, not unfrequently fall into certain indiscretions against which it is highly important to guard. One of these is the practice of suggesting to pupils many kinds of mischief which otherwise would never come into their minds. Very many teachers would be greatly surprised, as well as mortified, could they realize that they themselves are the authors of much of the trouble with which they have to contend in the school-room. Prohibitions of all sorts of misdemeanors and transgressions before they have occurred, and threats of punishment, very naturally convey to the minds of pupils the impression that you are expecting—are on the lookout for—misdemeanors; and when they are thoroughly impressed with that belief, there will be pupils enough who will do their best to see that your expectations in that respect are not disappointed.

When a teacher enters a new school, there is perhaps some kind of an introduction on his part necessary—a few pleasant remarks in regard to their studies, in order to secure their interest, and to set them immediately at work; but we very much question the policy of telling pupils beforehand that you expect they will behave with propriety, and abstain from all that is improper and wrong; and that if they shall happen to be guilty of this or that, on the long list of mis-

demeanors named, their punishments, of which there are to be every variety and grade suited to each particular case, will be sure to follow. Such a course is unnecessary, in the first place; for it is based upon the false presumption that when children enter a school they are then to be informed for the first time, or are to be reminded of it as often as they have a new teacher, that they are expected to be obedient and well-behaved, and that wrong-doing will be followed by correction and punishment. Did ever child leave its mother's home, even the worst of homes, to make its first appearance in a primary school, without having learned, long before, the consequences of good and of bad conduct? Children may very soon err, and need correction; but let the correction and every allusion to it be withheld until they have done wrong. Wrong-doing should suggest the correction, and not threats of correction the wrong-doing.

This practice of prohibition and threats beforehand is productive of infinite trouble to the teacher, and of great wrong to the pupils; for it plants the seeds of mischief in their imaginations, by suggesting to their minds numerous improprieties and misdemeanors which few, without the suggestion, would ever think of. Young people are not slow to improve upon and to follow out hints given them by their superiors, whether those hints were intentional or not. There seems to be a principle in human nature, a kind of roguish curiosity, that impels one to act upon suggestions given in such a manner as to imply that, though wrong, it is expected they may be, or will be, followed out. The farmer who had a husking-frolic, and told his neighbors' boys present that they must be peaceable and orderly on the way home, and must *not* put neighbor Smith's cart on his corn-barn, was not probably surprised, or ought not to have been, to find that the cart was actually astride of the corn-barn when the sun rose the next morning. Neither is this principle confined wholly to children. There is a story of a Catholic priest and a hostler, which is not inappropriate. When a hostler had finished making confessions of his sins, the priest inquired of him if he had ever greased the teeth of his customers' horses to prevent them from eating their oats. The hostler not only declared that he had never done it, but said he had never heard of such a thing. The next time he went to the confessional, the first offense which he had to acknowledge was that he had been greasing the teeth of his customers' horses. When the teacher is constantly occupied in correcting the mischief which he has thus brought on by his own indiscretion, his feelings are certainly not to be envied.

A very important caution, especially for young and ambitious teachers, is to be careful and not govern too much. Some teachers seem

to be under the impression that they can magnify their calling only by showing their authority. Such teachers become irritable and fretful, and soon find their school manifesting the same spirit. It is a very happy faculty for a teacher to know when to demonstrate his authority over his school and when to let the school alone.

In governing a school, as in all kinds of business, while the teacher should not shut his eyes to light, from whatever source it may come, he must in the use of his own measures, or those suggested by others, rely largely and mainly upon his own good judgment. To manage a school requires some knowledge of the human mind, and of human conduct; but there is much of indefinite, windy theorizing upon the subject which bewilders the mind of a young teacher, and actually disqualifies him for his task. It seems to us that when a teacher addresses himself to the business of governing his school in the light of plain common sense, he will readily see that his duty will consist mainly in the following: He must secure and maintain, in a quiet and judicious manner, a sufficient degree of stillness and order to allow studying and recitations to go on without disturbance. He must keep his pupils constantly occupied in the preparation of their lessons or other appropriate duties. He must see that the general deportment of his pupils, toward himself and toward each other, is in accordance with a strict sense of propriety. He should attend directly and indirectly to that general training which has for its object to instill into the minds of the young correct principles of character and of action, and to fire them with lofty aims in life. We are not to discuss these points at present, but we mention them as being a fair statement of what, as it seems to us, would naturally present itself to a practical person as his work to be done, and what would probably suggest practical, common-sense measures for the accomplishment of that work.

As the principal business of the teacher, or rather that which principally claims his time, is the instruction of his school, he will be greatly aided in its government, and relieved from the correction of much incipient mischief, if his pupils are immediately set to work. The young mind is active, impatient of restraint when it has nothing to do, and the surplus of youthful spirits may as well be worked off by immediate and constant occupation. It is a mistaken policy to wait and see how well pupils will apply themselves voluntarily, in order to know who must be made to study and who will do it without compulsion.

After all, the grand requisite for governing a school is this: The power of discerning just when and how far there exists a call for the

exercise of the teacher's authority and discipline, and the rare tact of applying it in the best manner, so far as is needed, and no farther. Whoever has the rare combination of qualities to do this has an easy way of success open before him.

A. P. S.

READING AS A BRANCH OF COMMON-SCHOOL EDUCATION.

OUR communication in the October number of the *Teacher*, in defense of Willson's Readers, suggests the consideration of some important educational principles, which we had space barely to allude to there, but which we purpose to develop more fully in the present article.

The amount of time devoted to reading in our common schools is so great, and the results are so small, comparatively, even when what is called 'good reading' is attained, that the reading of the school-room has long been considered, for the time devoted to it, the least profitable of all the branches of a common-school education. Nearly one quarter of the school time, from four years to fourteen, is supposed to be devoted to class-reading, or in preparation for it; and yet the results are little more than the ability to *call words* with fluency, and with a little more or less of rhetorical effect. Nor can it be denied that this is, virtually, all that is aimed at. The ultimate object of learning to read—the acquisition of ideas—seems scarcely to enter into the purpose of the reading-exercises: in other words, the immediate end sought is, not the acquisition of ideas, but a familiarity with the *signs* of ideas, and skill in their use. More importance is attached to the sign than to the thing signified. Reading is made, in the prevailing system of education, simply a rhetorical exercise. It is regarded, too exclusively, as one of the *fine arts*—as one of the ornaments of life, rather than one of its utilities.

Prevalence is given to these wrong notions by some who claim to be educators; by the prevailing modes of instruction in many of our schools; and by the character of many of our reading-books. It was urged, in the article to which our former communication was a reply, that the reading-lessons of the school-room should not even *aim* to teach any thing but the *art* of reading, by which all understand that rhetorical execution is meant; and the reason assigned was that 'the mind can be intently fixed on but one thing at a time'. The *art* of

reading, says the article referred to, must receive the mind's *exclusive* attention! This position, if a sound one, is an effectual bar to any attempts at making the reading-lessons instructive, even in a limited degree, although it was directed, ostensibly, against 'scientific' instruction!

Most public examinations of reading-classes that we have witnessed contribute, likewise, to the exclusive cultivation of the ornamental in reading; for it is this which makes the readiest and most effective display. The class has been specially drilled, in the 'art of reading', upon a number of selected pieces, and upon the whole book in general, and it makes a fine rhetorical display, creditable alike to teacher and pupils, and gratifying to parents and friends. All is satisfactory. We take no exception to this, so far as it goes: but it does not go far enough. If the instruction in reading has had reference to this kind of display only, the work has been but half done.

The position we would lay down is this: The reading-lessons of the school-room should combine, in the greatest possible degree, both the useful and the ornamental; and it should be our constant aim and study to convey as much interesting, useful and varied information as possible, through the medium of the *art* of reading; but the art should be regarded as *the means*, simply, and not as the ultimate end. We would not separate the art from the only object of the art, as is done by those who urge the fallacy that 'the mind can attend to but one thing at a time'; which assuredly means that the mind can not at the same time grasp both the expression and the idea. This is a false and pernicious theory; for ideas shape themselves in words, and in stead of its being true that the mind can not grasp both at the same time, the truth is it never separates them when the order of nature is preserved — of '*ideas* before words'. Who believes that the most skillful pianist must necessarily lose the sentiment of a musical composition in the brilliancy of its execution! or that the orator loses the grasp of his ideas the better he expresses them!

But those who have advanced this educational heresy, seeing its absurdity when carried to its legitimate conclusion, may seek to limit its application to what they call 'science'. We will give them the benefit of their own statement of their theory, which is, substantially, in the following words: "While the attention is fixed upon correctly pronouncing words, and giving proper expression to sentences, the intellect can not be taxed to comprehend *scientific truth*." This is the platform of assumed *principle* on which the war is waged against the *plan* of Willson's Readers; and, however weak we may deem it, we must give it a consideration.

It may, perhaps, be urged that 'scientific' truths are very different from other truths; and although this is a popular delusion, yet we venture the assertion that this position will not be taken by any scholar. The assumption, however, boldly advanced, may delude some; and as it is a fallacy on which the whole plea against 'scientific Readers' is based, and is urged against *all* Readers that pretend to teach any thing beyond the mere *art* of reading, we must meet it as though it were really worthy of refutation.

There are those who, very innocently, but very ignorantly, believe that suitable reading-lessons for the school-room can not be based upon scientific *subjects*; for they have been taught to think that science consists of technicalities, and barren facts about matters that are incomprehensible to children. How greatly are these objectors mistaken! Will they give us a definition of science? It is, merely, classified knowledge. It embraces the whole material world, but is not confined even to that; for there is a science of mind, and a science of morals. Even the sentiments and emotions are moral truths. But science is broader still in its application; for God's character, laws, and moral government, are embraced in the science of Divinity. Whenever we classify and systematize knowledge, we make a science of it; and to object to making scientific *subjects* the basis of reading-lessons, as the objectors to Willson's Readers do, is simply, to object to any *plan* of reading-lessons designed to illustrate any subject whatever! If we take the subject of Morals (which Mr. Willson has designated as one of the subjects to be included in a higher Reader), and illustrate its great truths — as, for example, that 'honesty is the best policy' — by fables, and stories, and dialogues, and anecdotes, and selections of poetry, is it a legitimate objection to such reading-lessons that they are grouped around a scientific subject? Under the same head we might include such stories as the story of Joseph and his Brethren; the parable of the Sower, and of the Vineyard; the Prodigal Son; and Shakespeare's inimitable description of Mercy; all of which are found in *miscellaneous* reading-books. Are these selections any the less useful as reading-lessons, or less appropriate, when used to illustrate the so-called *scientific* subject of Moral Philosophy? We think not. The fable, or the parable, or the description of 'the attributes of mercy', would, indeed, be valuable in themselves; but far more valuable, and doubly interesting, when their whole force should be directed to the illustration of some great moral truth. This is the principle on which the so-called 'scientific' portions of the higher numbers of Willson's Readers are constructed. And yet what a bugbear do some attempt to make of this kind of 'science', to frighten the ignorant!

But let us illustrate the educational principle involved a little further. It is also urged by the objector against what he chooses to denominate 'scientific' Readers, that the selections for their reading-lessons must be confined, chiefly, to the *prose-narrative* style of writing. Let us see if this assumption is not as great a fallacy as the other.

There is no doubt that the narrative style should preponderate in reading-books; for, passing over, for the present, the consideration due to the common chit-chat of children, narrative is the easiest for them to begin with, and what they will need most in after life. But every 'scientific' subject, whether in any of the departments of matter, of mind, or of morals, admits *every* variety of style; and in the vast domains of literature every one of the great branches of knowledge may be found represented. In the science of mind, and of morals, we may find whatever is appropriate to every phase of human motive and human conduct; and we may gather the materials from books endless in number, and from the pulpit, the bar, and the rostrum. And referring to the material world for additional illustrations, we find that all poets are naturalists; and, as a consequence, almost every object, in the heavens, and on the earth, has called forth the inspiration of the Muses, and given us gems of poetic beauty, in untold variety, to adorn almost every imaginable subject of knowledge. Willson's higher Readers are a faint illustration of these truths. If the subject be *Birds* (or 'ornithology', if you choose so to name it), what more appropriate for variety, or more patriotic for sentiment, or better illustrative of the character of the Falcon tribe, than that poetical address to the Eagle beginning 'Bird of the heavens!' — or that charming dialogue between the Cuckoo and the Swallow — fitly characterizing both, happily hitting off some human foibles, and at the same time furnishing admirable reading-lessons for elocutionary drill! If the subject be 'Physical Geography', what more appropriate than the sublime poem on Niagara; Byron's address to the Ocean; Prentice's Mammoth Cave; Bryant's Mountain Scenery? etc., etc. But all literature is full of miscellaneous gems, which have their most appropriate setting when grouped in accordance with their natural affinities, as has been attempted under the headings of the leading subjects in the higher numbers of Willson's Readers. There is not, indeed, under these heads, a single reading-lesson that would be deemed inappropriate in one of our miscellaneous, scrap-book reading-books; — not a single one that we have ever heard objected to, individually! We should deem it strange that they should be objected to when grouped in illustration of great principles, or important branches of knowledge,

did we not know that these books, in their very *plan* and principles, contravene some long-established usages, which, however irrational, many are loth to abandon. Hence the *prima facie* argument which objectors make, that the 'scientific' plan of these Readers requires, and must necessarily result in, a mere compendium of barren facts, and dry technicalities! Some have been deceived by this false representation. We hope our presentation of the subject will open to them more enlarged and more rational educational views

The plan of making the reading-lessons of the school-room the medium of systematized instruction furnishes the means of solving a long-standing educational problem. There are many branches of useful knowledge which all true educators have long desired that all the children in our schools should receive some instruction in, but which now, for the first time, there is the possibility of bringing within the reach of all. Every intelligent parent desires his children to have *some* knowledge of the laws of human health and disease; to know something of the laws of animal and vegetable life in all their great departments; something of the wonders and beauties of that vast material world which is capable of revealing so much of the wisdom, and will, and goodness of the Creator; something more of the mysteries of mind, and the principles of morals, than they are likely to gain under the old system of a common-school education. Even a little knowledge of these things is deemed better than none at all. Intelligent parents do not find these *subjects* above the comprehension of their children. They talk to them, in a familiar way, of what induces disease, and what is promotive of health, and give them some little knowledge of the structure of the body, without being repelled by the idea that they are talking 'Physiology'. Children are delighted with animals, whose forms and habits are constant studies to them; and every beast, bird, fish, insect, and reptile, that they see, is, each, a lesson in 'Zoölogy'. 'Botany', so great a subject as to be dignified as a 'science', is but the simple knowledge of a little flower that is plucked by the wayside; the 'rounded pebble-stone', a most ordinary plaything, tells, in a very simple way, of a wonderful history that children can understand, and reveals some great mysteries in the 'science' of 'Geology'. And how easy it is to interest the child in those diamond lights that stud the evening sky; to point out the planets, and, while they seem so stationary, to excite his wonder at their rapid flights and immense circuit! And yet this simple knowledge, however familiarly and unpretendingly imparted, embraces the elements of that sublime 'science', Astronomy! And all this, which the intelligent parent thus does for his children, and even more, the common

school should find some means of doing for *all* those who are intrusted to its care. To this end, the *reading-lessons* of the school-room must take the place of the living teacher.

Does any one object that the knowledge thus imparted is superficial? Then never tell a child a fact or principle in any one of the great departments of learning, because you can not embrace in your instruction the entire science of which it forms a part. Does any one say that all 'science'—that is, all systematized knowledge—should be left to the higher seminaries of learning? We are not disposed to argue with such, who ignore the just claims of the 'Peoples' Colleges'. Their position is both anti-democratic and illiberal. Does any one say—"Introduce these subjects into the schools in the ordinary way of study and recitation from separate text-books"? This is simply impracticable. The additional expense would be an effectual barrier: neither teachers nor pupils could get the time for it; and, at best, only a small portion of the pupils could be reached in this way, even in the higher and more favored schools. It is only by making the reading-books the medium of such knowledge that this great educational problem can be solved.

EXAMINER.

GALLESBURG, Nov. 10th, 1864.

WHY YOU SHOULD ATTEND THE STATE TEACHERS' ASSOCIATION.

THERE are four reasons, my beloved brother or sister, summoning your presence at the great yearly gathering of the profession:

I. *Improvement of the mind.* On these occasions there is always a large proportion of the most successful teachers. Their theory and practice are set forth in lecture, essay, recitation, or discussion. Thus in one hour you acquire, for the most valuable application in your own experience, thoughts and plans which may have cost them the study of years.

II. *Revival of your graces.* But, perchance, you have a generous opinion of your self-sufficiency. You never, you say, learn any thing *new* at these places; quoting, on this point, the authority of Solomon. Having compassed the bounds of human wisdom, you are sitting down to cry with Alexander for other worlds to conquer. To your case, therefore, the first reason does not apply; but the second will. You are mortal, and at times become indifferent or languid amid the

even and solitary round of duties and anxieties. By tearing yourself once or twice a year from the scene of labor, and observing the nobler zeal and greater success of brethren surrounded by heavier obstacles than your own, you can not fail to gather fresh inspiration for the future.

P. S.—If you enter a disclaimer in regard to the last deficiency, also, come then, we entreat you, and let your bright light and pure example shine for the benefit of your less-favored fraternity.

III. *Means of Professional Power.* The world has ever acted on the truth that the same number of men effect more by united than by independent action. All schemes of public bearing—religious, scientific, literary, political—involve the idea of organized and associated efforts. Hence, whatever plans of educational reform arise from time to time for the benefit of the state, whether their execution depends upon ourselves or whether the sanction of law is necessary, in either event, their claims must be set forth by some body, as the Association, that the combined influence of the profession may utter its voice with an authority that may be felt.

IV. *Social Enjoyment.* There is a peculiar pleasure in mingling with minds of kindred pursuit. Those of our friends engaged in a calling different from our own have very little sympathy with our professional peculiarities; but in our annual réunions we grasp by the hand laborers in the same field of humanity, hearts pervaded by the same hopes and fears, joys and sorrows. The social reaction of mind on mind has not only a cheering, but an invigorating influence; for great thoughts are some times suggested amid the interchange of friendly courtesies. Who can tell how much benefit Johnson, Burke, Goldsmith, and others, derived from the brilliant dialogues in which they engaged at the Club? The Essay on the Understanding was suggested to Locke in a philosophical meeting at his room; while the Task was proposed to Cowper in playful conversation. The Apostle's injunction in regard to religious meetings is as applicable to those for education: "Forsake not the assembling of yourselves together, as the manner of some is."

Make no excuses. Complain not of the expense: one view, one talk, of such educators as Dr. Thomas Hill, or Dr. John S. Hart, will repay every outlay, and delight you for a lifetime; for 'a thing of beauty is a joy for ever'. Forget self awhile, and stand among your compeers and superiors. "England", exclaimed Nelson at Trafalgar, "expects every man to do his duty!" The Association expects you to do yours by attendance upon its annual love-feasts. W. W. D.

Durck, November, 1864.

THE PRINCIPAL MEANS OF EDUCATION.

THE first which deserves attention is *Imitation*. Not only in man, but also in animals of a higher order, there is a capacity and desire to imitate, which is by no means the consequence of intellect, but which appears to be the immediate result of an organic sympathy. As in the lower material world the nobler metals and glass are affected by musical tones for which their form has secured the necessary amount of sympathy, so the finest and highest organization, that of man, is always disposed to feel and reëcho whatever harmonizes with his nature. The history of diseases proves beyond doubt that not only passions and insanity, but also bodily wounds, can be communicated to others by sympathy.

The manifestations of this sympathy are especially observable with children, who during their long period of growth are like harp-strings, answering in reverberation to every outward influence. Deeds, gestures, even passions and thoughts of others, become gradually and unobservedly their own, and to such an extent that thousands of seeds, which are not developed immediately, will in later periods, when called forth by favorable circumstances, spring up and appear as inclinations, thoughts, or actions. All uncivilized nations coming in contact with cultivated people act in the same way. Like pantomimes, they imitate whatever they observe, and manifest it in their dances, plays, gestures, and conversations.

Important and powerful as imitation is, it is only a lower power, making man a tool of others, a prey of tradition, but never developing thought and reason. This latter is only done by speech.

2. The *capacity to speak* is one of the greatest mysteries of creation. Pictures formed upon the retina of the eye and impressions conceived through the other senses are transformed into audible tones, which by their innate power express thoughts to others, and awaken reflection in them. Things are substituted for others altogether dissimilar: the sight of a landscape changes into tones, these into thoughts, and and these again into tones. A few words spoken by one awaken and kindle the sublimest thoughts in the soul of another. A small column of vibrating air, produced by the speaker and listened to by the hearer, has become the divine breath of the Creator, upon which depends all that men on earth ever have thought or done. Truly, the union of body and soul is hardly more wonderful than this substituting a bodily word for a spiritual thought. With nations and individ-

uals only those ideas are clear which are embodied in words: the most vivid impression remains vague till a substitute, a word, is found, which distinguishes it from other impressions, and stores it up in memory, language, and tradition. With our organization, human reason could not be developed without speech. Even our inclinations and passions could not be governed without it. Words build a dike against the immense flood of feelings, and confine the separate acts to fixed boundary-lines. Languages has united families and nations, and made laws possible. Language opens to us the past ages and the realms of the future: whatever man thought, felt, invented, or experienced, is brought to our knowledge by words. Language connects the whole human race, and is the medium of human reason.

Superior as language is, yet it has its great limitations and shortcomings. Only two of such may here be mentioned.

In the first place, *no language expresses things, it only signifies names; and human reason does not comprehend things, only their attributes, which attributes are expressed in words.* A superficial thought will show how limited and uncertain all the operations of our intellect are made by this observation. We do not know the *inner nature* of any power: even the operations of our own minds are still mysteries to us. Neither do we see the inner and necessary connection of cause and effect. The operation of reason is like algebra, using letters for figures and numbers for things.

And what are these letters in algebra during the process of reasoning? *They are articulate sounds of the language, arbitrarily chosen, which have no necessary connection with the thoughts they represent.* This is the second short-coming. No body who ever studied only two languages can doubt it. Could we think things themselves, and could we in speaking communicate to others the nature of things, then farewell to error and opinion, we should be in the land of truth. Now we know only accidental attributes of things, and represent this knowledge of attributes in symbols, not logically connected with them. Let a true idea be uttered in words. The words are heard, but their original meaning is not clearly understood. Before this sentence is communicated five times by different persons, its meaning may have become so changed that nothing but the empty shell is left. All philosophical and religious sects have experienced this.

3. *Written or Printed language* is still farther away from the thing it represents: it is a tradition of a tradition. A certain letter or character is chosen arbitrarily to represent a certain elementary sound, or a word, or an idea! In the Greek, the Latin and German languages, the elementary sounds, as spoken, are pretty truly repre-

sented by letters. But in French and English this is very little the case. In our language a number of sounds are represented by one and the same letter; while many a single letter has several different sounds. Written language, with its branches of Grammar, has done much to define and enlarge the spoken word, and to make it more tangible and effective by presenting the transient and spoken word in a permanent and visible form. This, however, has been done at a heavy cost. The letter has killed the living accent and the explaining gestures; it has lessened the number of characteristic dialects and idioms, and has weakened human memory by presenting an easy way of preserving thoughts. Permanence is an especial feature of the letter, and the host of ancient and modern books would have killed all real progress in the future, when not the life-giving spirit had thrown aside in revolutions whatever impediments were found in the way.

This article was commenced with the intention of showing, in conclusion, why children invariably feel such an interest in certain branches of elementary instruction, while they manifest a dislike toward others, and why exercises based upon imitation and the spoken word should invariably precede those based upon the letter; but time and space forbid it. More anon. CHAS. ANSORGÉ.

OUR GOODLY HERITAGE AS CITIZEN TEACHERS.

"A thousand years scarce serve to form a State —
An hour may lay it in the dust."

IF of the individual it be true that 'venerable age is not that of long time, nor counted by the number of years', of the nation the same truth must hold with all that increase of force which comes from the aggregate of individuals who compose the nation, and who make it what it is. The philanthropist, the patriot, the Christian, must rejoice that the lines have fallen to him in this goodly land, and in just these present times, which present to him such golden opportunities wherein he may serve his country and his God. Never were the cause of our country and the cause of our God more plainly seen to be one and inseparable than now. In New England, at least, we find nothing like tariff and anti-tariff, sub-treasury and anti-treasury, now dividing the people: no question of a merely ephemeral interest, but rather those eternal principles which underlie the throne of God, are before us for our adoption or our rejection. So plainly is this to be

seen, that at mass meetings and in evening processions are found on the one hand, in scores and hundreds, the intelligent, the virtuous, the true, and on the other hand, the ignorant, the vicious, the fraudulent. One is forcibly reminded in this connection of the words of Cicero in his oration against Catiline, wherein he sets forth the characters of those engaged in the great conspiracy of his day. Then, as now, there were but two great parties — those *for* and those *against* their country. “*Ex hac parte fides pugnât, illinc fraudatio; hinc pietas, illinc scelus; hinc constantia, illinc furor; hinc honestas, illinc turpitudine; denique, æquitas, temperantia, fortitudo, prudentia, virtutes omnes, certant cum iniquitate, luxuria, ignavia, temeritate, cum vitiis omnibus.*” And the conclusion at which he arrives is no less encouraging to us than to his contemporaries: “*In ejusmodi certamine ac prælio, nonne, etiam si hominum studia deficient, dii ipsi immortales cogant, ab his præclarissimis virtutibus, tot et tanta vitia superari?*”

Opposed to this sentiment of the great Roman orator is the acknowledgment of a recent champion of Rebel sympathy, that he has on his side all the bad, and as it has generally been conceded that the bad are in the majority, so with and by them he is ‘bound to win’.

The struggle, as thus seen and acknowledged, is that between right and wrong. This is the simple issue: and shall we not manfully accept it? Shall we not rejoice that we live at a time when we may participate in the establishing of the right, in the vindication of our good government, and in the coronation of liberty and loyalty?

The loyal teachers of the country (and the writer has yet to be informed of the first teacher who is disloyal) will give an emphatic ‘aye’ to these questions. We are glad that we are allowed such honorable service — that we stand where we may impress upon the minds of the young those principles upon which our government is based, and that in so many ways we may implant in their hearts a love of country and liberty, and a hatred of barbarism and slavery; that we may do so much toward making them good citizens of our republican government. While our position is one of great responsibility, it is also one of great honor and encouragement, if we ‘quit ourselves like men’ and come to our work in an earnest and devoted love for it.

But we must ourselves be good citizens if we would make our pupils such. In vain shall we attempt to teach them to walk in a straight path if we are continually taking crooked steps before their very eyes. We are greatly mistaken if we suppose that our pupils take note of us only in the school-room. They know us by what we undertake and accomplish for the public good, as well as by what, through negligence

or indifference, we fail to undertake and accomplish for that good. They know by what spirit we are actuated, and without any special effort on our part to have it so. If we are law-abiding, liberty-loving, loyal men, we shall need no trumpeter to proclaim it, no flag to wave it upon the breezes. "A bird of the air will carry it." We need make no loud professions, our names need not be paraded on great state occasions, we need not frequent the loafers' bench at the tavern or the corner-grocery, that we may have it known who and of what manner of spirit we are. We are known by what we *are*, and by what we *unconsciously* accomplish, whether of good or ill. "As a man *thinketh* in his *heart*, so is he." The thoughts that we love to entertain, the principles by which we love to be swayed, the plans which we love to devise and execute, the aims and the desires by which we love to be inspired,—these are the making of us, these constitute our power, these the influence which we unconsciously wield in the moulding of our pupils.

Our great need, then, as citizen teachers, is a *Christian patriotism*. We should accept nothing lower than this as our standard. We have said that never before have the duties we owe to our country and to our God been seen to be more inseparably united than now. We must be in sympathy with God if we would best serve our country. We need the inspiration and the purpose that come from a love of his holiness, his justice, and his truth, if we would ourselves be actuated by these same principles in our intercourse with our pupils. We need in large measure that 'charity' which 'doth not behave itself unseemly, seeketh not her own, is not easily provoked, thinketh no evil, rejoiceth not in iniquity, but rejoiceth in the truth', and which a love to God will quicken. Possessing these qualities, we shall render 'honor to whom honor is due' — to 'Cæsar the things that are Cæsar's, and to God the things that are God's'; we shall love our God, and loving him, we shall love our brother for whom, equally with ourselves, Christ died, even though he have the additional *guilt* of having 'a skin not colored like our own'. It is loyalty to God that alone insures a love of order, obedience to law, loyalty to country. With such an inspiration and such a love of our own good American government burning in our hearts, we may address ourselves anew to the work of teaching, even through the fiery trial that is upon us as a nation. God, who has given us so many manifestations of his love, has thus far preserved us to ourselves; and now, on the eve of such a decision by the American people as they have never before been called upon to render, he permits us still to trust his preserving care, bids us be true to him and to the interests which he

has committed to us, so that, being true to ourselves, we may not only not labor in vain, but have the satisfaction of knowing that our works do follow us in the training of a generation to his praise. W. E. T.

NOVEMBER 7, 1864.

L I T T L E B E L L .

He prayeth well who loveth well
Both man, and bird, and beast. COLERIDGE.

PIPED the blackbird on the beachwood spray —
"Pretty maid, slow wandering this way,
What's your name?" quoth he,
"What's your name? O stop and straight unfold,
Pretty maid with showery curls of gold!"
"Little Bell," said she.

Little Bell sat down beneath the rocks —
Tossing aside her gleaming, golden locks —
"Bonny bird!" quoth she,
"Sing me your best song before I go."
"Here's the very finest one I know,
Little Bell," said he.

And the blackbird piped — you never heard
Half so gay a song from any bird —
Full of quips and wiles,
Now so round and rich, now so soft and slow,
All for love of that sweet face below,
Dimpled o'er with smiles.

And the while that bonny bird did pour
His full heart out freely o'er and o'er,
'Neath the morning skies,
In the little childish heart below,
All of sweetness seemed to grow and grow,
And shone forth in happy overflow
From the blue bright eyes.

Down the dell she tripped, and through the glade
Peeped the squirrel from the hazel shade,
And from out the tree;
Swung and leaped and frolicked, void of fear —
While bold blackbird piped that all might hear —
"Little Bell!" piped he.

Little Bell sat down amid the fern —
 "Squirrel! squirrel! to your task return —
 Bring me nuts!" quoth she.
 Now away the frisky squirrel hies —
 Golden woodlight gleaming in his eyes —
 And adown the tree,
 Great ripe nuts, kissed brown by July sun,
 In the little lap drop one by one —
 Hark! how blackbird pipes to see the fun!
 "Happy Bell," quoth he.

Little Bell looked up and down the glade —
 "Squirrel, squirrel, from the nut-tree shade,
 Bonny blackbird, if you're not afraid,
 Come and share with me!"
 Down came squirrel, eager for his fare,
 Down came bonny blackbird, I declare;
 Little Bell gave each his honest share —
 Ah! the merry three.

And the while the frolic playmates twain
 Piped and frisked from bough to bough again,
 'Neath the morning skies,
 In the little childish heart below,
 All of sweetness seemed to grow, and grow,
 Shining out in happy overflow,
 From her bright blue eyes.

By the snow-white cot, at close of day,
 Knelt sweet Bell, with folded palms, to pray;
 Very calm and clear
 Rose the praying voice to where, unseen,
 In blue heaven, an angel shape serene
 Paused awhile to hear.

"What good child is this," the angel said,
 "That with happy heart beside her bed
 Prays so lovingly?"
 Low and soft, oh! very low and soft,
 Crooned the blackbird in the orchard-croft,
 "Bell, dear Bell," crooned he.

"Whom God's creatures love," the angel fair
 Murmured, "God does bless with angels' care.
 Child, thy bed shall be
 Folded safe from harm—love deep and kind
 Shall watch around, and leave good gifts behind,
 Little Bell, for thee."

HINTS FROM BITTERSWEET.

"It is the worst class in school, Miss Dunnstable, decidedly," said Professor Bushrod. "Indeed, I believe it is the very worst I ever undertook to teach." Professor Bushrod is Principal of the Bittersweet Union School. The class had, indeed, acquired a local notoriety for bad behavior. It comprised perhaps twenty boys and girls, ranging in age from eight to eleven.

"What is the matter?" inquired the lady addressed.

"I really don't know."

"Scholars do n't mind, perhaps," I suggested.

"We-e-ell, they mind in their way—after the mischief is done, always. Taking their own time, you understand."

"Influenced by some one or two bad pupils, probably."

"Not at all! nothing of the kind! one is as bad as another, for aught I see. And after all, none of them are really evil-disposed."

"Mischievous?"

"Well, yes, mischievous. They are unmanageable, irrepressible, full of tricks."

"Tried flogging, eh?"

"Flogging! I should say so! And non-flogging, and every other system of discipline I can devise. Nothing does any good. But you'll see—class prepare for spelling."

Class scrambled forward, wrangling for place with a unanimity worthy a batch of Washington politicians. A lively small girl, more plucky than learned, as events proved, led off in a hand-to-hand tussle with three strapping boys for the head of the class—and, to the credit of pluck be it recorded, she carried the day. Half a dozen other youngsters were pulling and hauling in as many different places and directions for their rights—or some body else's. As to the *foot*, there was n't any, and no body would own to being within three of it.

Master Bushrod, ferule in hand, charged along the line, stormed belligerents, coerced the refractory into position, and reduced the young rebels to general and indiscriminate order.

"Now then," said he, "where does your spelling-lesson begin?"

"Dunno;" "Did n't give none out;" "Did too;" "Begin to *abate* and take two short lines;" "Do n't nuther;" "Take yesterday's lesson over again." "Mr. Bushrod," piped another, "lookee here, taint no sich a thing, now. We begin to *orthodox* and take one o' them there long lines. I'll just show you."

Irruption the order of the day. Class pointing out, declaring, gesticulating, protesting and chattering like a forest-full of monkeys.

"Back, every soul of you!" A wave of the ferule. "Back, back." Two more waves, and peace was conquered.

The first word of the lesson was duly *put out*. Plucky small girl *missed* it. Big boy No. 4 caught it out of her mouth, spelled it correctly, and marched in triumph to the head of class. Was whisked back again; but expecting to be, did not at all allow the ignominy to break his heart. Jessie Bellows, or, as the children called her, Jezebel, a black-eyed, curly-pated sprite, pinched a quiet little mouse of a girl at her right hand. Was reprimanded. Tweaked a fat boy on her left, who, between astonishment and a masculine instinct for experiment, set up an electrical howl. Class reproved for whispering. Jezebel *called up* and sequestered by way of penance in a corner near the blackboard. Stanning caricature of Professor, the nose terminating in a *rod* with a bizarre tuft at the end of it, popularly supposed to represent a *bush*. Spelling at a stand-still. Admiring glances of class fixed upon the blackboard.

"What are you doing there, Jessie?"

"A figuring," answered the elf, deftly wiping out her work.

"You are a bad child. Come and stand here by me."

Jezebel obeyed with charming alacrity, and in odd snatches of time managed to inscribe Cropsch in beautifully clear characters on the back of the Professor's black coat. The fat boy, recovering his equanimity, trundled a red apple down the class to his little sweetheart near the foot. The tall girl was bidden to throw away a *cud* of gum. Obeyed by dividing it among her mates, who all fell to *chewing* and were dealt with 'according to law'. Two or three of the class were punished for whispering. A boy 'old enough to know better' dropped a live tadpole into a little girl's flowing sleeve. A girl stuck a pin into a boy's leg. Some body pulled hair. Some body kicked shins. Class was ordered not to whisper. The lively small girl already alluded to went down on her knees to pick up a slate-pencil. Revenged herself on the little fellow above her by pinning his two small trowser-legs together with a broken darning-needle. Small boy measured his length on the floor. Class in lively commotion. Small boy's sister making demonstrations with her fists. Class threatened with condign punishment if they do not stop whispering. "Confusion worse confounded." As a grand finale, the children *number* helter-skelter and rush pell-mell to their seats, whispering and sparring by the way to their hearts' content.

"I do my best by that class," said the Professor, "but I can n't hit upon the right thing."

"Your hitting upon the wrong ones is the worst of it, perhaps," observed Miss Dunnstable.

"Why so, pray?" I inquired.

"My motto is 'NEVER PUNISH BLINDLY.' If I say to a boy 'You are a naughty wicked child' when he is not naughty and wicked, but only in exuberant spirits, I not only effect no good but do positive harm; I harden him. When I either blame or punish a child for a moral act which he has not committed, he, though too young to reason much, feels the injustice of the thing. He also naturally and rightly loses faith in my penetration, and the chances are that he will end by rebelling against my authority—morally at least. The Professor, here, adapts his correctives exclusively to the moral nature of his pupils. He treats them for *intending* to be unruly, and cruel, and disobedient, while the real difficulty lies in the fact that they do not *intend* at all, but are carried along by blind impulses. They are fine robust children, with healthy brain and muscles, overflowing with animal spirits and normally averse to protracted head-work and inclined to muscular exercise. I take leave to insist that school-children in general need to be treated a great deal less like angels and more like animals. A child is a little beast, in many respects, and when in good condition will *frisk* precisely like other animals.

"Never require moral impossibilities—nor moral improbabilities, for that matter—of a child ten years old. Never impose absolute quiet upon young children, who plainly can not be still and who ought not to be so if they could. In stead of this, furnish them with some suitable exercise, thus transferring the *vim* from their muscular system to the brain. Cut off all the temptations possible to wrong-doing, that is to say, the opportunities for it. Finally, set the children to *governing themselves* by motives addressed to their moral nature."

"But I want the art, the details of the thing," said I. If you had this very class to manage from now on, for instance, how would you proceed?"

"I would begin with preventives. I would call the class to recitation singly by number, as No. 1, No. 2, and so on, in stead of allowing my pupils to meet in a crowd on the school-room floor. Small children, when huddled together, fall into confusion and begin to caper as naturally as a flock of lambs or a drove of young colts, and that with so little idea of doing wrong that their offense is scarcely punishable."

"My class never remember their numbers," objected the Professor.

"I keep a class-book, of course. In this at the beginning of the

term I write the names of the spelling-class in alphabetical order. At the close of each recitation my pupils number *carefully*, giving their whole attention to the business in hand. I then call class-roll from my book, and as each child answers, record his number in a tiny figure after his name. If at the next recitation any one, as for instance No. 5, forgets his place, I do not wait for him. No. 6 then becomes No. 5, No. 7 becomes No. 6, and so on until the delinquent appears, when he must take his place below those already seated. This trains the class to a lively feeling of responsibility in the matter of *numbers*. Occasionally misunderstanding will arise. Two children, for example, may claim the same seat. In such cases I allow no words. The belligerents must remain perfectly quiet until they see me at liberty. They may then signify their desire to speak by rising and assuming a *correct standing posture*, when, of course, they receive immediate attention. They are to stand firmly upon both feet, with the toes properly turned outward, the lower limbs well straightened, the spine erect and firm, the bust expanded, the shoulders thrown back and not at all shrugged, the head erect and well poised, and the arms hanging naturally at the side. I have adopted this method of asking to speak because it is a mute one, gives the child an opportunity to vary his position occasionally, and teaches an elegant carriage of the person."

"The physique is not sufficiently attended to in our common schools," remarked the Professor.

"Of course I have my little system of penalties," the lady resumed. "Children who push and crowd must *go down one*, and that in their code of honor has come to be a great disgrace, I assure you. If a child whispers, or answers the teacher when he is not directly addressed, he is punished in a similar way. At the same time I am careful never to ask a question at random. I address myself especially either to some individual or to the class at large."

"But all this consumes time," said I.

"Not much," replied the Professor.

"As each child takes his place, he assumes a *correct sitting posture* which I need not describe, placing his feet squarely upon the floor and folding his hands. He retains this position during recitation or loses his place. These simple measures cut off the three most common forms of disorder in classes of small children — general confusion, improper use of the hands and feet, and improper use of the tongue. I next introduce for a very few minutes some appropriate gymnastic exercise, accompanying it either with music or the recitation of arithmetical or geographical tables. This at once relieves restlessness and

sluggishness. The children return to their seats sharpened in intellect and disposed to sit still. The spelling-lesson is usually a very short one, frequently not comprising more than twelve or fifteen words. A dozen words mastered is something gained, while the confused jumble of impressions left upon the memory by a long lesson, indistinctly remembered, is often so much absolutely worse than lost, to say nothing of the wretched habit of inaccuracy which it tends to foster. I repeat the lesson again and again, until the class has spelled two or three times around. This serves as a kind of review, fixing the orthography of the words in the mind of the pupil, and directing his attention in particular to such as happen to be *missed*, since he knows he may directly be called upon to spell the same portion of the lesson himself. Finally, I dismiss my pupils singly, beginning at the head and *excusing* each in turn by a glance of the eye."

SOME BODY'S DARLING.

Into a ward of the whitewashed halls,
Where the dead and dying lay,
Wounded by bayonets, shells, and balls,
Some body's darling was borne one day --
Some body's darling, so young and so brave,
Wearing yet on his pale, sweet face,
Soon to be hid by the dust of the grave,
The lingering light of his boyhood's grace.

Matted and damp are the curls of gold,
Kissing the snow of that fair young brow ;
Pale are the lips of delicate mould --
Some body's darling is dying now.
Back from his beautiful blue-veined brow
Brush all the wandering waves of gold ;
Cross his hands on his bosom now,
Some body's darling is still and cold.

Kiss him once for some body's sake,
Murmur a prayer soft and low ;
One bright curl from its fair mates take,
They were some body's pride, you know ;
Some body's hand has rested there,
Was it a mother's soft and white ?
And have the lips of a sister fair
Been baptized in the waves of light ?

God knows best! he was some body's love;
 Some body's heart enshrined him there;
 Some body wafted his name above,
 Night and morn, on the wings of prayer.
 Some body wept when he marched away,
 Looking so handsome, brave, and grand;
 Some body's kiss on his forehead lay,
 Some body clung to his parting hand.

Some body's watching and waiting for him—
 Yearning to hold him again to her heart;
 And there he lies with his blue eyes dim,
 And the smiling childlike lips apart.
 Tenderly bury the fair young dead,
 Pausing to drop on his grave a tear;
 Carve on the wooden slab at his head
 "Some body's darling slumbers here."

SATURDAYS *versus* MONEY—THE OTHER SIDE.

LAST Saturday morning, while waiting for breakfast, an article in a late number of the *Teacher* entitled 'Teacher's Saturdays *versus* Money' caught our attention; for *money* and the ways and means of obtaining it are mooted questions just now.

"Rise at five, and four long hours before school." Let's figure a little. Let x = one hour. $4x$ — ($\frac{1}{2}x$ for toilet, + $\frac{1}{2}x$ for breakfast, + $\frac{1}{2}x$ for walking to school) = $2\frac{1}{2}x$. But then how many tired, dragged-out schoolma'ams have life enough to get up at that hour, to say nothing of the impoliteness of rising before Mr. Sun?

For our part, we are delighted to be ready for breakfast at seven. We often wake early, and snuffing the morning breeze through our open window, turn over with a sigh, exclaiming, "Oh, if we could only afford to hire a horse, we would get up and have a glorious canter before breakfast." But no, school-ma'ams do n't need any such recreation. What an ungrateful, discontented set to desire it! They have the glorious privilege of training the future presidents, statesmen, and other celebrities of the land. Glorious fiddlesticks! "Six long hours at night"! Deduct three for supper and getting rested, and the truth will be a little nearer approached. And then those Saturdays, yes, they are an 'institution'; a sort of reprieve to keep us one year longer out of the grave. Oh! a teacher's task is easy, that is plainly visible by the airy and buoyant tread; the light, joyous spirits; the

full, rosy cheeks and careless, laughing eyes, so universal among the class. It is no labor to keep some forty, fifty, or more, wild, rattle-brained, fun- and mischief-loving youngsters in order; no labor to invent ways and means to draw out their ideas — say, rather, make ideas for them; no labor to concoct new methods and devices to interest them and make them learn. Drill, drill, day in and day out, until fancies one half have no brains, one half no capacity, one and the other half — oh, dear, how many halves are we making out a whole to have? If we make mistakes, it is all chargeable to the fact that what little sense we once had has been distributed among the rising generation. “Turn the key in the school-room door at four,” — or half-past, oftener five — “and lock care behind you” is easier said than done. By a desperate effort we may thrust it aside until we lie down to sleep, but then what dreams may come and do come, dreams from which we wake with a shudder, wondering when the end will be. Perhaps you are saying “If you do n’t like the business, leave it; but do n’t, for pity’s sake, rant about it at this rate. None should follow the profession who do not love it.” Guess if that rule was put in practice, school-teachers would soon be a scarce article and perhaps better appreciated and paid. “Why do n’t you leave the business” you ask: — why did n’t Jack eat his supper? To woman is granted the glorious privilege of turning kitchen-maid, seamstress, school-marm or getting married. The first we won’t, the second we can n’t, the fourth — we are school-marms from stern necessity. We will not add to all our other sins of omission and commission that of hypocrisy, but own the truth, though ‘it shame the devil’ — and say, we teach to keep a roof over our head, bread in our mouth, and a gown to our back. “No other profession has two Sundays.” Now we know a man wrote that. Two Sundays indeed! The first one must be spent in darning stockings, mending gloves, patching this or that, turning dresses upside down and bottom-side up, wrong side out and outside in, and as many other ways as mother Necessity can invent, — and all because we can not afford new ones or a seamstress. We are only poor human mortals at best, and hate to be always known by our seedy, rusty, cheap apparel.

Second Sunday. — We rise with every drop of energy or physical life we ever had completely drained out, and feel very much like a starchless rag. Now there is meeting to be attended and Sabbath-school class to be met, and if we fail on the plea of sickness, why, ‘it is nothing but Sunday sickness’. A teacher ought be made of different material from other folks. He should be minus pride or a desire to appear well dressed in the eyes of the world; fashions he

should ignore; he should have a perfect abhorrence of money or any of the luxuries it brings,—if he has æsthetic tastes, he must not even dream of having them gratified; he should have the patience of ten Jobs, the endurance of Hercules, the wisdom of Mercury, the harmlessness of a dove, the invention of a Yankee, and the perseverance of Columbus. Two Saturdays? Do n't think it, Mr. D. E. G. S.

HINTS FOR TEACHERS, SCHOLARS, AND PARENTS.

1. At the commencement of a school, some people read the following long-eared lesson to the teacher:

Keep order, sir — lay on the birch
And whip the District through;
But, if you touch a child of mine,
I surely will whip you!

This is judicious, and very consoling to a poor, trembling pedagogue!

2. Some boys once stole a man's *beer*. He asked Dr. Franklin how he could prevent it. "Put a barrel of *wine* beside it," said the Doctor. If teachers would adopt Franklin's idea, they might prevent a great deal of 'whipping', as well as idleness. Teach pupils to love something better.

3. A 'black-board' is of more importance in a school-room than a looking-glass. Many scholars look well in the latter who make a sorry appearance at the former. They have simply made a mistake, and fallen in love with the wrong object. Let them equalize their 'practice'.

4. 'Composition' is sadly neglected in many schools—in some totally. In every school it should be made a regular, carefully-observed exercise; and yet there are teachers who manifest as little interest in the matter as though they were mummies imported from an ancient catacomb.

5. Some parents, and some teachers too, think a school '*goes by a crank*', and that the chief business of teaching is to grind over a 'hopper-full' of old books as the only food for a hungry mind. It is simply question and answer—work-by-rule, 'Poor-Poll' education. *Teacher with books is the true motto*. The teacher should be a fountain of knowledge *in himself*. Or he should be like the old

Hebrew, standing on a sealed fountain; and his worth in school should depend on his ability to strike the sealed rock and let the waters forth. Almost any block-head can turn a crank.

6. A clown once said he got one hundred dollars for singing one song. "How was that?" said his master. "Why," replied the former, "I received fifty dollars to sing it in the first place. I began, but sang so abominably that my audience gave me fifty more to stop!" Some pedagogues might make money in the way of their profession, if their merits were rewarded as the clown's were.

7. Here is a 'hint'. A Yankee wag passing a very shabby school-house, one of the 'real old settlers', penciled the following on the outer door:

"Oh, speed the day, when every Yankee father,
Forgetting brutes, shall love his *children* rather;
Nor educate his sons, if white or sable,
In houses that would libel sty or stable."

If the same fellow should make a pilgrimage through this state, he would find objects worthy of his pencil.

8. Good penmanship is somewhat rare, especially among our larger boys. Their style is of the 'crow-track' order. A little effort and a little taste would correct the fault. To the credit of the larger girls be it said, their 'hand-writing' is creditable. We wish they could inspire their clumsy-fingered brothers with more taste and care.

9. A certain young lover once 'dropped a line' to a little idol who happened to be a good speller, while his vowels and consonants were found lying round loose. She replied:

"Now, John, I really do think
'T would be about as well
For you to leave off courting now,
And try and learn to spell."

A *few* teachers, perhaps, would allow us to remind them that they would do well to read the foregoing stanza, simply substituting *teaching* for another word in the third line.

10. In inflicting punishment (and solid blows are the only moral teaching that some stolid lads will recognize), a teacher very rarely gives dissatisfaction to parents with whom he has established a good understanding. In our own experience, we know of no exception to this rule. When a teacher commences his labors in a new location, it is essential that at the earliest practicable time he become acquainted with the parents of his pupils.

California Teacher.

SCHOOL EXERCISES.

NOUN STORIES.—Weave the following nouns into connected paragraphs inculcating some useful lessons without reversing their order :

1. Humility — remark — influence — wealth — intellect — world — gift — power — essence.
2. Biography — literature — ladder city — hammers — watchfulness — difficulties — endurance — play.

GEOGRAPHICAL AND BIOGRAPHICAL STUDIES.—1. A large city of Prussia.

2. A seaport of Syria.
3. That part of the Mediterranean in which it is situated.
4. A university of Germany.
4. Birthplace of Martin Luther.
6. A great composer.
7. A Russian fortress on the Euxine.
8. A Dutch island.
9. An English river.
10. One half a town in New Jersey.

The initials read forward will name a distinguished English statesman ; the finals read backward, a departed warrior.

1. A lawyer who became Bishop of Gloucester.
2. A pupil of Polycarp who became Bishop of Lyons.
3. A celebrated Swedish botanist.
4. A distinguished astronomer.
5. One of the sons of the patriarch Jacob.
6. A literary celebrity of the time of George I.
7. A musical composer recently deceased.
8. A celebrated poet who died at Rome.
9. The 'Corn-law Rhymer'.
10. A prominent character of the French Revolution of 1848.
11. A noted German chemist.

The initial letters will name a distinguished European Patriot.

ARITHMETICAL PUZZLES. — 1. A young woman, having eggs for sale, disposed of half she had and half an egg at the first house ; half of what remained and half an egg at the second house ; and again at a third house half of the remainder and half an egg, when she returned home with one egg in her basket, not having broken any. How many had she when she set out ?

2. Write nine 9's so as to express a thousand.

WORD PUZZLE. — Square the word S P A C E
 P
 A
 C
 E

Fill up the squares with letters making the same words both ways.

LOGOGRAPHIC QUERIES. — 1. Name two English words, one of which, being of only one syllable contains as many letters as the other of five syllables.

2. What English word contains the greatest number of letters?

3. What word of six letters contains six words besides itself without transposing a letter?

4. What two words of five letters are each without a vowel?

FLOWERS ENIGMATICALLY EXPRESSED. — 1. A personal pronoun, a consonant, a disturbance beheaded, and a useful article aboard ship.

2. An artist, half a female name, and a number.

3. A falsehood curtailed, and three-fourths of a trimming for ladies' dresses.

MUSICAL INSTRUMENTS ENIGMATICALLY EXPRESSED. — 1. An angel, and a tree beheaded.

2. Injury, three-fifths of a vegetable, and a distilled spirit beheaded.

3. Harmony, a preposition, and an article.

4. A domestic utensil, and a part of the ear.

5. Half a guinea, and a sailor.

6. A consonant, and a soft cake beheaded.

7. A bead.

8. A consonant, and a fish beheaded.

9. A female name curtailed, a wild beast beheaded, and a French conjunction.

10. Four-sixths of a flower.

SITTING EXERCISE FOR SMALLER SCHOLARS. — (From Smart's Free Gymnastics.) 1. Position : — Sit erect; eyes front; shoulders back; arms hanging; feet front; heels four inches apart; toes turned out.

2. Arms folded.

3. Hands clasped, resting on edge of desk.

4. Right hand thrown horizontally in front.

5. Left hand same.

6. Clap hands five times in front.

7. Right hand on head.
8. Both hands on head.
9. Clap hands five times over head.
10. Fingers resting on shoulders,
11. Clap hands five times in front.
12. Hands on top of head.
13. Clap hands five times over head.
14. Hands twirling over head.
15. Hands brought suddenly to desk with noise.
16. Arms folded.
17. Fingers on shoulders.
18. Hands on top of head.
19. Clap hands five times over head.
20. Fingers twirling over head.
21. Hands brought to desk softly, tapping with tips of fingers in imitation of rain.

Remark.—The force of the storm may be graduated by signals from the teacher. A few pupils may at the same time whistle in imitation of the wind. Two or three may at intervals strike heavily in imitation of thunder.

22. Fold arms, sitting perfectly still.

MATHEMATICAL DEPARTMENT.

CONDUCTED BY S. H. WHITE.

Post-Office Address—"No. 56 Park Avenue, Chicago."

SOLUTIONS.—92. Given, $x^2 + y^2 = 35$...[1], and $x^4 + y^4 = 97$...[2]. Let $x + y = a$, and $xy = n$. Substituting these values in [1] and [2], we have $a^2 - 3an = 35$...[3], and $a^4 - 4a^2n + 2n^2 = 97$...[4]. From [3] we have $n = \frac{a^2 - 35}{3a}$...[5]. Substituting the value of n in [4], we have $a^4 - 4a^2 \left(\frac{a^2 - 35}{3a} \right) + 2 \left(\frac{a^2 - 35}{3a} \right)^2 = 97$...[6]. Reducing [6], it becomes $a^6 - 280a^4 + 873a^2 - 2450 = 0$...[7]. Resolving [7] into factors by the Theory of Equations, we have $(a^2 - 5a^2 + 25a^2 - 155a^2 + 98a + 490)(a - 5) = 0$. Hence one of the values of a is 5. Substituting this in [5] and reducing, we have $n = 6$: whence $x + y = 5$, and $xy = 6$; from which we easily find $x = 3$ and $y = 2$. M. J. V.

93. A sector of the circular form, bounded by the radii and the length of a rail, 11 ft., which may be considered an arc, is 7 acres in area, 304920 sq. ft. Dividing this by 11, we have 27720, the number

of feet in length in half the radius. $27720 \times 4 \times 3.14159 = 348339.499$, the number of feet around the farm. This number multiplied by 27720 ($\frac{1}{2}$ the radius), and divided by 43560 (the number of sq. ft. in an acre), gives 221670.59 acres, the area of the farm.

The square farm will contain 4 times as many acres as there are rails on one side of it. Consider it to be divided into rectangular strips, each 11 ft. wide and the length of one side of the farm. Each of these strips will contain 28 acres, 1219680 sq. ft. Dividing by 11, we have 110880, the number of feet along one side of the farm. Squaring this and dividing by 43560, we find 282240, the number of acres in the square farm.

Since each man receives an acre of land for every rail, it would seem as if neither made a better disposition of the rails than the other. The square farm will be 60569.41 acres larger than the circular one.

A. L.

95. What is the difference between $\frac{1}{2}$ and $.0\frac{1}{2}$? Fractions are parts of a unit. When attached to another number, they are of the same denomination with that number; thus in $.5\frac{1}{2}$, the 5 indicates so many tenths, and the $\frac{1}{2}$ such a part of another tenth. The value of the $\frac{1}{2}$ would not be affected if a naught stood in place of the 5. Hence the latter number is $\frac{1}{2}$ of one tenth, or $.05$.

In decimals the first place to the right of the separatrix is occupied by tenths. If the number is whole, as 5, so many whole tenths are expressed; if it is fractional, as $\frac{1}{2}$, such a part of one-tenth is intended. The decimal-point indicates that that is the place of tenths, and the number occupying the place, whether whole or fractional, shows how many there are. We would consider the first expression to be $\frac{1}{2}$ of one-tenth. The two are equivalent.

The confusion arises in the supposition that in the second expression the $\frac{1}{2}$ occupies the second place from the separatrix, when in reality it does not: it is of the same denomination with the number to which it is attached, and with it indicates the number of tenths in the expression.

100. Given, $x^2 + y^2 = 35 \dots [1]$, and $x^3 + y^3 = 275 \dots [2]$. Let $x + y = a$, and $xy = n$. Substituting in [1] and [2], we have $a^2 - 3n = 35 \dots [3]$, and $a^3 - 5a^2n + 5an^2 = 275 \dots [4]$. From [3] we have $n = \frac{a^2 - 35}{3a} \dots [5]$. Substituting this value in [4], we have $a^3 - 5a^2 \left(\frac{a^2 - 35}{3a} \right) + 5a \left(\frac{a^2 - 35}{3a} \right) = 275 \dots [6]$. Reducing [6], it becomes $a^3 - 175a^2 + 2475a - 6125 = 0 \dots [7]$. Resolving [7] into factors by the Theory of Equations, we have $(a^3 - 5a^2 + 25a^2 - 50a^2 - 250a + 1225)(a - 5) = 0 \dots [8]$. Hence one of the values of a is 5. Substituting this value in [5], we find $n = 6$: whence $x + y = 5$, and $xy = 6$; from which the values $x = 3$ and $y = 2$ are easily found.

M. J. V.

EDITOR'S TABLE.

EDITOR'S CHAIR.

THE LAST OF THE YEAR.—

"Green be the grave wherein he sleeps for aye,
Green be his memory to our latest day."

Another year of the world's life is full, and its last sun rises with the close of the current month. It goes like all the years before it, carrying very much the same freight, about as much good, as much evil, the changes, the blessings, the suffering, common to all years. A year measures but a small degree on the arc of the world's history, and its events are generally but steps in a process which begins long before and ends long after. But it serves to divide time and the course of events into manageable periods for review and reflection. The spirit of the present time can not be very retrospective: it rather looks forward in the direction of its hopes to the end of the war and the settlement of our national controversy. And yet it would greatly assure the confidence and silence the complaints of many to traverse the ground actually passed over by the national cause within a period very brief compared with the magnitude of its events.

The red-letter days in the calendar, the bloody days of victory and defeat, are stamped on this year for the remembrance of coming ages. When shall we, the living, ever forget them? When will our children for a thousand ages drop them from their lips? The Red River, The Wilderness, Spottsylvania Court-House, Bermuda Hundred, Lookout Mountain, Atlanta,—places which have drunk so much valorous blood, which have in the large general result so damaged the waning fortunes of the rebellion—an immortal glory kindles upon the year which saw these strange names rise into the sky of history. There have been dark days and weeks—none darker in this country's history than those of midsummer: but in the average of the twelve-month, in the end compared with the beginning, in the glorious result of the elections, in the rescue from deadly peril of the whole northern frontier from Chicago to Calais, in the symptoms of resurrection in the grave of Unionism in Georgia and other portions of the Confederacy, in a thousand signs that Almighty God and the best men are with us, and that the future is ours, we have no reason to give any angry or sad dismissal to this departing year. Let it go as it must, but not without benediction.

Through these months the great world-stream has been sweeping on—art, science, religion, civilization, reaping their annual harvest. These are not ready to be measured. In silence and in secrecy for a long time unpublished, the forces and events which give a forward movement to these great human interests wait for their fruit to appear. If no great discovery, like the circulation of the blood or the principle of gravitation, has been announced, there have been busy brains in all realms of human knowledge.

And since, last month, the loyal North has confirmed our confidence in the people and the government, by reelecting our noble Illinois President by a majority of the electoral votes of the whole thirty-seven states—Republic and Confederacy,—who has any doubt of the intact vitality of the nation, or that it will slough off the diseased parts, and reintegrate the shattered Union? We do not expect the Millenium as soon as peace is made and the Confederacy abolished. There will be evils which come of two centuries of slavery, of the few or many years of war, of prosperity at the North and impoverishment at the South, of immigration importing foreign mischiefs, of a nation of ever-multiplying millions

on a vast continent trying to rule itself. But the people that, under Providence, finds itself competent for composing such difficulties as we have now in hand may have some reasonable confidence of being able to handle others as they rise. There will be mistakes, stumblings, steps backward, steps aside, for such is only the history of man from the start; but with all these, so long as we have free schools and churches, a moral and liberal press, a guarded suffrage, and a people willing to keep their own laws and fight for their own existence, without sanguine expectations, we have yet a sober confirmed faith in the destiny of our country.

So we finish another year of our Lord;—for the very date, that it completes 1864 years of Christ and his faith in the earth, is, after all, the deepest ground of our confidence for years to come. Farewell to the year going away to be buried for ever.

“Ring out, wild bells, to the wild sky—
The flying cloud, the frosty light,
The year is dying in the night;
Ring out, wild bells, and let him die.

“Ring out the old, ring in the new,
Ring, happy bells, across the snow;
The year is going, let him go;
Ring out the false, ring in the true.

“Ring out a slowly dying cause,
And ancient forms of party strife;
Bring in the nobler modes of life,
With sweeter manners, purer laws.”

THE LAST OF THE VOLUME.—“Let not him that girdeth on his harness boast himself as he that putteth it off.” The present number completes the tenth volume of the *Illinois Teacher*, and closes the present editor's active connection with it and the profession it represents. Though he would under no circumstances retrace the steps he has taken, yet he writes *finis* to his work as an educator regretfully. Whatever trials came to him, and they were those which beset the path of every teacher, they were always far more than counterbalanced by the pleasure he had in watching the effects of his teaching upon the unfolding minds of his pupils, and in the good fortune he always enjoyed of possessing their affection and esteem. For more than a third of the decade which numbers the *Teacher's* life he has contributed something to every number, and he has been the actual editor of many a number of which he was not the nominal one. He does no injustice, he believes, to any of those who have worked so faithfully in the past ten years by saying that the *Teacher* has contained more from his pen than from that of any other person, Dr. Willard only excepted. He did hope, when, last April, he resigned his position as an active teacher, to be able to continue for more than the current year his work on this journal; but the constantly increasing cares of a business which already numbers its hundreds of thousands daily forbid it, no less than does the fact that his present line of thought is widely divergent from his former one, and that he is therefore fast becoming less and less *en rapport* with the profession, and therefore must soon reach that point, if indeed he has not already done so, where he will cease to do justice to the work, or to himself.

For these reasons, then, with no less interest in the *Teacher* or in the interests it labors to promote, he resigns this labor of love into the hands of another. He rejoices that he who will sit in this Chair at this Table next year is an abler man than he, and one who puts his whole soul into the work he undertakes, for he knows that the patrons of the *Teacher* will have no reason to regret the change: Richard Edwards is too widely known to need an introduction from him. He only bespeaks for the new editor the hearty support which he deserves.

And, thus, acknowledging his obligations to the kind friends who have sustained and helped him, with no regrets for the past except that the journal has fallen so far short of what he hoped to make it, the old *Teacher* gives place to the new.

S. A. BRIGGS.

"HAZING IN HARVARD."—*Mr. Editor*: I was much surprised upon reading in the last number of the *Teacher* the article under the above heading; and being confident from the intimate acquaintance that I have had with the college for more than five years that many of the statements had but a slight foundation, and that even the facts are put in an unfavorable light, and feeling that it can not be of advantage to the cause of education to have a college which stands confessedly in the front rank, if not the van, of our country's colleges thus misrepresented, I sent the number of the *Teacher* above mentioned to Dr. Peabody, Preacher of the University, and for some time before the election of the present incumbent, Dr. Hill, in 1862, acting President of the College, well known to your readers as, until recently, for many years, the able editor of the *North-American Review*, asking him to give me definite information with regard to the charges made in it against Harvard. I have just received a reply of considerable length, from which I make the following extracts:

"In the article in the *Ill. Teacher* there is very little truth. That little I will indicate. So far is the practice from having 'been continued this year to an extent never equaled', that there has been less of it this year than during either of the preceding four years of my official connection with college. So far are 'the authorities of the college' from countenancing it or being 'unable to suppress it', that even visiting a freshman's room is deemed in a sophomore a high offense, and the slightest approach to hazing is punished with great severity; while we think that we have made great progress toward its suppression for this year at least." . . . "As to the article quoted from the *Springfield Republican*, there is a basis of truth for the first two stories. We have sifted them both; have had the stories of the Freshmen and their parents, and the confessions of the Sophomores concerned, and I know that we have reached the bottom of these affairs. One student had some kerosene poured upon his head, but no 'other filth', and no other insult or outrage. The three students concerned in this affair are dismissed for ever from their own class, and permitted to enter a lower class only after a suspension of a year and a half. Another Freshman was taken from his room and carried to the river side, where *river* water was syringed into his face, but he was not 'pushed adrift in a boat' or put into or on the river in any way. The principal agents in this affair have been detected, and are dismissed for a year!"

"As for last winter, I can not learn that the Fresh-Pond story has any basis in fact. The story of the tying of two Freshmen is partly true. It was autumn, not winter (about a year ago). There was but one Freshman, not two. He was released in a few minutes by a passer-by." . . . "Of 'indecent' outrages we believe that false impressions have gone abroad. We have no hope of obtaining the truth in that regard from students now in college, but we have been at pains to examine students no longer in college with reference to that particular point, and can not find evidence that the kind of outrages so charged have been committed."

"As regards injury and depredation in Freshmen's rooms, there has been this year a good deal of window-breaking (the expense for breakage of glass where the breaker is unknown is charged upon all students alike and not upon the occupant of the room); one instance in which furniture was put in grotesque positions, but not injured; no instance, in my belief, of robbery or wanton destruction of goods. The two instances quoted belong, I think, two years ago, and are anachronisms rather than lies. As to the 'fight directly under the room of one of the tutors', it has not been heard of here. Something, of which the story quoted in the *Teacher* might be an exaggerated account, occurred last year under Mr. Noble's room in Hollis, and the offenders were duly punished."

"I have thus given you the precise amount of truth and falsehood connected with the statement in the *Teacher*. In general the truth is, there is less hazing now than for many years before; the Faculty regard it as an evil that must be severely and unsparingly dealt with; there is no other college offense that is so surely and so severely punished; and there can be reason for attempting to bring odium and obloquy upon the college on account of an evil which its office-bearers, one and all, condemn and resist."

Judging from this letter and from my own observation, I think I can safely say that hazing in Harvard College need not be a terror in the eyes of any parent or youth. The spirit which prompts hazing is the same which makes the position of a green clerk in a store, a fresh hand on shipboard, or a raw recruit in an old regiment, uncomfortable. The spirit is not peculiar to college life; but it finds there, owing to the closely-drawn lines between classes, all the conditions necessary to its exhibition; yet in nine cases out of ten the monster 'hazing' is worthy of no other name than rude pleasantry, and no malignant spirit is present.

Let no one think that I am in favor of hazing. While I believe, since young men in college have their full share of human nature and animal spirits, and since all the conditions of hazing are favorable, that it will be impossible for the most vigilant and severe Faculty to suppress the evil entirely, still I say, and I know that a very large majority of Harvard college students, even while undergraduates in college, say the same, that it should be suppressed by all *proper means* and with a *strong hand*. The evil is one which affects all colleges in nearly equal degree; and, as I have had ample opportunity of knowing, Harvard is by no means a sinner above all others in this respect.

Having said thus much in defense of Cambridge, I shall be glad at some future time to note in your pages some of the superior advantages she offers, and show how little she needs such defense. Very respectfully. L.

THE STATE SUPERINTENDENCY.—HON. NEWTON BATEMAN has been elected for the next two years to the position which he has already filled for four years with distinguished ability.

HON. JOHN P. BROOKS.—This gentleman retires from the office he has held for two years to make way for Mr. Bateman. Our readers know what our preferences are, but we should do injustice to Mr. Brooks if we did not say that he has ably performed the duties of the office, and will retire with the best wishes of all with whom he has associated.

THE STATE MEETING.—Our readers will notice that the State Association meets at Monmouth, in stead of at Galesburg as previously announced. We hope to have a large attendance and a good meeting. The programme will be found elsewhere.

JAMES B. KERR.—We have just learned of the death of Lt.-Col. James B. Kerr, 74th Ill. Infantry, at Atlanta, Ga., July 4, from wounds received in the battle at Kenesaw Mountain. Mr. Kerr was School Commissioner of Winnebago county, was at the State Meeting at Bloomington in 1861, and was appointed Chairman of the Programme Committee for the Rockford Meeting in 1862.

MASSACHUSETTS.—The students of Harvard, happily conscious of their moral necessities, have petitioned the Faculty for a course of lectures on college morality and allied topics, and their request is granted. The ethics of hazing should be a prominent topic.

A very successful teachers' Institute closed at Conway, Nov. 4. One hundred and forty-four teachers were in attendance on the session, and the town's people also availed themselves largely of the opportunity to attend the lectures. Pleasant weather attended almost the entire series of meetings, and this, as well as the generous hospitality of the people of Conway, made the occasion very enjoyable as well as instructive.

The teacher of the Cambridge High School, backed by part of the committee, recently made a rule that all the boys should wear slippers in the school-room, and sent home those who did not comply. The parents made a fuss about it, and the order has been rescinded.

Benjamin Greenleaf, author of the popular series of mathematical works, died at Bradford, Oct. 28, at the age of seventy-eight.

NEW HAMPSHIRE.—John D. Willard, recently deceased, has bequeathed \$10,000 to Dartmouth college, and a graduate of the college in Western New York has recently contributed \$1,000 to found a scholarship.

CONNECTICUT.—The corner-stone of the Yale school of fine arts, which A. R. Street, of New Haven, has generously offered to erect at his sole expense upon the college grounds, was laid Nov. 16, with the usual ceremonies. Prof. Edward E. Salisbury, Rev. Dr. Harwood, Donald G. Mitchell, Gov. Hoppin, of Rhode Island, and others, made addresses.

A Yale college alumnus was visiting the old institution lately, and one of the professors, in showing him about, proposed to go and roll a game of ten-pins. "Roll ten-pins with you, sir!" cried the alumnus, with a gleam of malicious fun in his eye; "why, sir, I was expelled from the college for rolling ten-pins!"

RHODE ISLAND.—The Institute of Instruction held its quarterly meeting at East-Greenwich, Oct. 21. The questions discussed were: 'What are the Milestones of Educational Progress?' 'What Studies need more attention?' the answer being, first, spelling, then reading, drawing, composition, botany, and physiology; 'What Considerations Warrant a Change in Text-Books?' and the correction of whispering, tardiness, loud study, etc., etc. A lecture was delivered by J. H. McCarty on the 'Lights and Shadows of the School-room'; by S. A. Crane on 'Language'; and by Joshua Kimball on the 'River of Truth'. The State Commissioner urged the policy of establishing the State Normal School on a firmer basis. About seventy teachers were present, and the meeting was very interesting.

MARYLAND.—The world moves! The new Constitution requires the appointment by the Governor within thirty days of a State Superintendent of Common Schools, who shall during the first thirty days of the first session of the General Assembly report a bill for '*a uniform system of free public schools*'. It also provides for a State Board of Education, and County Superintendents, requires at least six months of free schools each year, and creates a permanent school-fund of six millions, besides providing for the support of the schools by taxation. Well done, Maryland. The *Maryland School Journal*, monthly, has appeared at Hagerstown, and gives promise of doing a good work in helping on the new system.

OHIO.—The salaries paid male teachers at Cincinnati during the current year are: Intermediate Principals, \$1600; District Principals, \$1500; Intermediate Assistants, \$1100; District Assistants, \$1000. Two female teachers have \$1000 each; three, \$700; seventeen, \$600; five, \$450; forty, \$420; one, \$400; one hundred and eight, \$360; ninety-two, \$300; thirty-two, \$240.

C. C. Nestlerode, formerly of Tipton, Iowa, and editor of the *Instructor*, has returned to his old home, Ohio, and taken charge of the schools at Fostoria. He has just published his first report.

INDIANA.—Geo. W. Hoss, Esq., editor of the *School Journal*, is the newly-elected State Superintendent. He will make a good one.

CALIFORNIA.—Sixty pupils, fifty-four ladies and six gentlemen, were in attendance at the State Normal School during the month of August. A lyceum has been formed in connection with the school which holds weekly meetings.

The San Francisco Board of Education lately subscribed for a copy of the *Teacher* for each member and for each female teacher in the employ of the Board.

Miss E. W. Houghton, formerly from Providence, R.I., has been appointed assistant in the State Normal School, and Ebenezer Knowlton, formerly of the St. Louis High School, has been appointed teacher of free gymnastics in the same institution.

LOWER CANADA.—The Report of the Superintendent of Instruction for 1863 has just been published. The province contains 3,552 schools with 193,181 pu-

pils. 'The Teachers' Saving Fund' has disbursed \$3,227 to 171 pensioners. "The instruction given in several branches is advanced to a degree that leaves little to be desired except natural increase in the number of schools and their attendance." "Thus 63,913 children are learning French grammar—a number almost as great as of those who read 'off-hand'; 60,585 study geography; 59,024, history; 75,719, simple arithmetic; and 45,727, compound arithmetic." 97,086 are learning to write; 9,680, book-keeping; 27,358, English grammar; 52,244, 'to parse'. The total attendance at the three Normal Schools was—males, 104; females, 124. Of 828 candidates for teachers' certificates, 4 received diplomas for academies, 1st class; 8 for ditto, 2d class; 23 for model schools, 1st class; 5 for ditto, 2d class; 362 for elementary schools, 1st class; 297 for ditto, 2d class; and 134 were rejected. There are 284 parish libraries with 196,704 volumes, being an increase of 25 libraries and 3,944 volumes during the year.

THANKS.—Hon. P. J. O'Chauveau, Supt. Instruction for Lower Canada; J. D. Philbrick, Supt. Schools, Boston; and J. W. Bulkeley, Supt. Schools, Brooklyn, will please accept thanks for their last reports.

LOCAL INTELLIGENCE.

DECATUR.—Our Prof. Gastman has reduced the public schools of Decatur to a perfect system. Like a well-arranged though complex piece of machinery, each part works harmoniously with all the others, and a thousand children are managed in the schools as easily as fifty used to be. No one can think of the immense strides that have been taken in educational matters in our country without a thrill of pride and a feeling of thankfulness that he was permitted to live with this generation.

The teachers would be pleased to have the parents of scholars and friends of education visit them. Every one who has a child in school should visit them at least once a month. The presence of a visitor lightens the loads of teachers as well as scholars, and brightens the school-rooms for half a day after they have gone. Visit the little ones and encourage them while they toil up the steep hill of science.

Gazette.

WILL COUNTY.—The Teachers' Institute commenced its Fall Session in Joliet on Monday, October 24th, at 7 o'clock p.m.

The Institute was called to order by Rev. C. S. Macreading. Upon motion of Mr. J. Johonnot, Mr. Macreading was appointed President. Mr. Johonnot was appointed Conductor of the Institute, and P. C. Royce Secretary *pro tem*.

The first evening was occupied by Mr. Johonnot, directing the attention of the Institute to the importance of System in Study and Teaching. F. H. Metcalf was chosen Secretary, and instruction in the various principles of teaching and branches of study was given by Messrs. J. Johonnot, P. C. Royce, W. E. Clifford, L. J. F. Tower, and F. Hanford.

The different branches were taught as follows: Mr. Hanford took Orthography; Mr. Tower, Mental Arithmetic; Mr. Clifford, Grammar; Mr. Royce, Practical Arithmetic; and Mr. Johonnot gave instructions in the methods of teaching Reading and Geography, besides giving much miscellaneous instruction at various times throughout the Institute.

On Tuesday and Thursday evenings lectures were given: the former by Prof. Edwards, from the Normal University at Bloomington; the latter by Mr. Eberhart, from Cook county.

The last session of the Institute was occupied by the various teachers in discussing the principles of organization for a country school, which were embodied

in a programme of recitation for a school of forty pupils and placed on the board by Mr. Johonnot.

It was decided to organize the Institute into a permanent association, whereupon a constitution was drafted and adopted, and permanent officers elected, consisting of President, two Vice-Presidents, Secretary, and Treasurer—invested with power from the constitution, as a committee, to transact business, such as calling meetings and procuring teachers and lecturers.

On account of the political mass meeting the 28th, the Institute closed at noon on that day.

F. H. METCALF, Secretary.

KENDALL COUNTY.—The Institute convened pursuant to the call of the School Commissioner, in the public school-house in Oswego, at 1:30 o'clock, on Monday, September 26th. Com. Coy, *ex-officio* President, in the chair.

The exercises were opened with prayer by Rev. H. B. Thayer, of Oswego. O. S. Westcott, of Yorkville, was appointed Secretary.

The exercises were: 1st. Reading, conducted by J. H. Rolfe, of Chicago; 2d. Grammar, by J. H. Gano, of Oswego; 3d. Arithmetic, by W. S. McFeaters, of Yorkville; 4th. Remarks relative to the designs of Institutes and the best methods of conducting them, by H. B. Thayer.

Adjourned to meet at 9 o'clock Tuesday morning.

Tuesday.—Institute met pursuant to adjournment. Usual opening exercises. The following resolution was, after some discussion, adopted:

Resolved, That each member be considered a critic; that both Webster's and Worcester's Dictionaries be considered standards in the Institute; and that the last fifteen minutes of each session be set apart for general criticism.

Exercises as follows: 1st. Reading, by J. H. Rolfe; 2d. Intellectual Arithmetic, by O. S. Westcott; 3d. Methods of Study, more particularly as applied to Geography, by J. Johonnot, of Joliet; 4th. Criticisms. Adjourned.

Afternoon Session.—Exercises: 1st. Geography, by J. Johonnot; 2d. Orthography, by O. S. Westcott; 3d. Intellectual Arithmetic, by J. Johonnot; 4th. Criticisms.

Adjourned to meet in the Court-House on Wednesday morning at 9 o'clock.

Wednesday—Morning Session.—Usual opening exercises. Regular exercises: 1st. Arithmetic, by M. J. Vincent, of Michigan; 2d. Methods of securing Order and Cleanliness, by J. Johonnot; 3d. Grammar, by J. Hull, of Bloomington; 4th. Arithmetic, by W. S. McFeaters; 5th. Criticisms.

Afternoon Session.—Exercises: 1st. Reading, by O. W. Herrick, of Chicago; 2d. Remarks on School Government, by Messrs. Tabor, of Aurora, Vincent, of Michigan, Herrick and Rolfe, of Chicago, and Bishop, of Yorkville; 3d. Reading, with illustrative recitations, by Prof. Griffith, of Batavia; 4th. Criticisms. Adjourned.

Thursday—Morning Session.—Usual opening exercises. Regular exercises: 1st. Reading, by Prof. Griffith; 2d. Grammar, by J. E. Bishop; 3d. Arithmetic, by O. S. Westcott; 4th. Criticisms. Adjourned.

Afternoon Session.—Regular exercises: 1st. Spelling and Grammar, by J. Hull; 2d. Reading, by Prof. Griffith; 3d. Organization of Schools, by Prof. Richard Edwards; 4th. Criticisms. Adjourned.

Friday—Morning Session.—Usual opening exercises. The committee on text-books made the following report, which was adopted:

"The undersigned having been duly appointed a committee to report a suitable series of text-books for use in the schools of Kendall county, and having carefully examined most of the common-school books now extant, consider the following series as the best, and heartily recommend it for the favorable action of our fellow teachers now in Institute assembled, viz.:

"Hillard's Readers; Worcester's Comprehensive Speller; Payson, Dunton & Scribner's Writing-Books; Mitchell's New Series of Geographies; Greene's Introductory Grammar; Greene's Comprehensive English Grammar; and Quackenbos's U.S. History.

"We further recommend, for the use of every school in the county, 'Webster's Unabridged' and 'Worcester's Quarto' Dictionaries; Mitchell's Outline Maps; and E. A. Sheldon's Phonic Charts."

A. J. ANDERSON,
O. S. WESTCOTT,
W. S. COY.

The committee having failed to agree on a series of Arithmetics for recommendation, a new committee, consisting of A. J. Anderson, W. S. Coy, Mrs. M. A. Rodgers, W. S. McFeaters, and Miss A. Gifford, was appointed to recommend a series at the next meeting of the Institute.

Regular exercises: 1st. Prof. Edwards, on the Organization of Schools; 2d. C. D. Wilber, on Illinois; 3d. Criticisms.

Afternoon Session.—Regular exercises: 1st. Arithmetic, by M. Tabor; 2d. The Moral Influence of Teachers, by Rev. H. B. Thayer; 3d. Spelling, by J. H. Gano; 4th. Remarks on the Duty of the Teacher, by Messrs. Brown, Bray, Tabor, and Vincent.

The following resolutions were adopted:

Resolved, That it is the opinion of this Institute that the branches of study in our common schools should be strictly confined to such branches as by statute law are required to be there taught.

Resolved, That the thanks of the Institute are especially due and are hereby tendered to the citizens of Oswego for their kind hospitality in so generously opening both private houses and public buildings for our use; and to Messrs. Quereau, Wilber, Edwards, and Griffith, for the able and entertaining lectures which they have given us; and to each of the instructors who have rendered such efficient aid in conducting the interesting and profitable exercises which we have enjoyed; and to our County Commissioner, Mr. Coy, for his unwearied exertions in trying to promote the best interests of our common schools, and especially for this Institute which we believe to be indicative of the rank which our county Institute shall one day attain.

The Institute then adjourned, to meet again on the call of the School Commissioner. There were ninety-three teachers in attendance.

O. S. WESTCOTT, Secretary.

HENRY COUNTY.—The Henry County Teachers' Institute met in Geneseo on Wednesday, October 26th. Owing to the very unfavorable state of the weather, the number of teachers present was limited to forty-eight. President Edwards, of the Normal University, was with us during Wednesday and Thursday, and gave the members of the Institute a thorough drill in Phonetics, Reading, and Grammar. He also discussed the subject of school-discipline in his clear, earnest manner, and threw out many valuable suggestions as to the best methods of governing schools. On Thursday evening a large and attentive audience listened with interest to Pres. Edwards's able lecture 'The Teacher may be a Man'; in which he demonstrates that we need not become mere automatons, but that the tendency of the profession, when rightly followed, is to ennoble the man and to develop all the faculties of his being. It was a lecture worthy of its honored author. The exercises of the Institute closed with a Sociable on Friday evening, and the members returned to their work with invigorated hearts and minds.

E. H. B.

NOTICES OF BOOKS, ETC.

A NEW ILLUSTRATED MAGAZINE FOR YOUNG FOLK.—Messrs. Ticknor & Fields, Boston, will shortly begin the publication of a new juvenile magazine, entitled *Our Young Folks: An Illustrated Monthly Magazine for Boys and Girls*, edited by J. T. Trowbridge, Gail Hamilton, Lucy Larcom. The staff of contributors will include many of the most popular writers of juvenile works in America and England. Captain Mayne Reid will write regularly for it *Stories of Adventure*, similar in captivating interest to those absorbing narratives, 'The Desert Home',

'The Plant Hunters', 'The Forest Exiles', etc. J. T. Trowbridge, the Editor, who is well known as the author of 'Father Brighthopes', and other charming and popular Juveniles, will contribute to every number. He will begin in the first number a story for boys, entitled 'Andy's Adventures'. Gail Hamilton and Lucy Larcom, the associate editors, will preside over that portion of the magazine especially designed for girls, and, in addition to their editorial supervision, will write regularly each month. Mr. and Mrs. Agassiz will supply for every number of the first volume a paper on Natural History, with illustrations. Mrs. Harriet Beecher Stowe will contribute to each number, commencing with a charming story, entitled 'Hum, the Son of Buz'.

In addition to the writers named above, regular contributions will be furnished by 'Carleton', author of 'My Days and Nights on the Battle-field'; Dr. Dio Lewis; Edmund Kirke; 'Aunt Fanny'; Henry W. Longfellow; J. G. Whittier; O. W. Holmes; Richard H. Stoddard, author of 'Adventures in Fairy Land'; Horace E. Scudder, author of 'Dream Children'; Grace Greenwood, editor of 'The Little Pilgrim'; the author of the 'Little Susy' books; Mrs. A. D. T. Whitney, author of 'Faith Gartney'; Miss Maria S. Cummins, author of 'The Lamp-lighter'; Miss Lydia Maria Child; Miss Louisa M. Alcott, and others.

Every number of *Our Young Folks* will contain capital pictures, drawn and engraved by our best artists. The valuable aid of Mr. Darley has been secured, and the first number will be enriched by designs from his pencil. A finely-engraved steel portrait of some popular author will be given in the first number of each volume. The portrait in the opening number will be that of Thomas Hughes, author of 'Tom Brown's School Days at Rugby'.

Terms.—Single subscriptions, Two Dollars a year. Single numbers, Twenty Cents. The *Atlantic* (\$4.00 a year), and *Our Young Folks* (\$2.00 a year), and the *Illinois Teacher*, will be sent together to one address for Six and a half Dollars.

Specimen copies of the first number will be sent to any address, as soon as published, for Ten Cents each. Address Ticknor & Fields, 135 Washington street, Boston, Mass.

ARTHUR'S HOME MAGAZINE FOR 1865.

The *Home Magazine* closes its volume for 1864 with the widest circulation it has yet attained. For 1865 it will be enlarged, and made still more worthy of the patronage it is receiving. No periodical in the country has met with a heartier welcome from the press. Its praises come heralded from every direction. To maintain the high place it has reached in public favor, the publishers and editors will spare neither expense nor labor. A fine steel engraving, and two pages of music, will appear in every number, besides choice pictures, groups and characters, prevailing fashions, and a large variety of patterns for garments, embroidery, etc., etc. A new story by T. S. Arthur will be commenced in the January number. Give it, say we, a circulation for the coming year beyond that of any other periodical of its class in the country. It is, *par excellence*, the people's magazine, and should find a place in every home. Terms \$2.50 a year; the *Home Magazine* and the *Teacher* \$3.50 a year.

CAREY'S SOCIAL SCIENCE.

Concerning Mr. Carey and his great work, Hon. W. T. Harris, of St. Louis, himself as clear-headed an economist as the West affords, has written the following to Mr. John A. Norton, of Chicago, the western publisher of Mr. Carey's works:

DEAR SIR: I learn with great pleasure that you propose to take measures which will bring into general use the works of H. C. Carey. Not only for 'Colleges and High Schools', but for *Common Schools*, an 'Abridgment of the Social Science' should be prepared. Any boy who can read Robinson Crusoe with pleasure can comprehend the elements of the system when presented in the lucid manner of Mr. Carey.

I believe that America has produced no genius eminently original in any other department of Natural Science, but Mr. Carey is the first man who has been able to fuse the scattered insight attained by Political Economists into one Science.

The grand corner-stone of his edifice is the *division of labor*; and when we stand on this basis, the dismal theories of Quesnay and Stewart, of Malthus and Ricardo, et id omne genus (magnum), seem like the memory of a nightmare. The erroneous systems seem to have arisen from taking as a starting-point the effect (wealth, etc.), in stead of the cause (society) and it is clear that the present Southern Rebellion owes its existence to these false and mediæval theories which have been industriously circulated by demagogues (see *De Bow's Review*, for example), and with which the Southron *was* imbued, and perhaps is now to some extent.

In conclusion permit me to say that in Mr. Carey's work alone can the statesman find an enlightened exposition of the foundation upon which our republic rests and alone can rest. Very truly yours. WM. T. HARRIS.

FREE GYMNASTICS.

Mr. O. W. Powers, of the Chicago Academy of Free Gymnastics, has handed us a Synopsis of the Course of Instruction in this department in the institution, being a new system of light gymnastics, compiled from various sources with adaptations and additions by O. W. and J. E. Powers. We can make little out of the manual; but we have witnessed the exercises at the academy, and can say of the system that it is simple enough to be easily mastered, appropriate to the family or the school, methodical, natural, and physiological. Besides all these, it is attractive, and under the guise of amusement will accomplish much good.

ESSAYS: MORAL, POLITICAL, AND ÆSTHETIC. By Herbert Spencer. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. Pp. 382. \$2.00.

A new volume by Herbert Spencer will be welcomed by educators every where. The essays contained in this volume are: The Philosophy of Style; Over-Legislation; The Morals of Trade; Personal Beauty; Representative Government; Prison Ethics; Railway Morals and Policy; Gracefulness; State Tamperings with Money and Banks; and Parliamentary Reform—The Dangers and the Safe-guards.

These subjects have received from Mr. Spencer profound and protracted study, and his views mark an immense advance in political philosophy and throw light upon numerous questions of practical concern. The first essay, 'The Philosophy of Style', will help every teacher who reads it in his instructions in the science of language.

THE PATRIOTIC SPEAKER. By Robt. R. Raymond, A.M. New York: A. S. Barnes & Burr. Chicago: Geo. & C. W. Sherwood. \$1.75.

This work has emphatically grown out of the great Southern rebellion. The greater part of it is made up of extracts from the great efforts of the past four years, and is as valuable as a compendium of all that has been said as for a school speaker.

LYRA ANGLICANA: OR A HYMNAL OF SACRED POETRY. By the Rev. George T. Rider, M.A. New York: D. Appleton & Co. Chicago: S. C. Griggs & Co. 1865. \$2.00.

This collection of sacred poetry is selected from the best English writers, and forms a welcome addition to the devotional element of our literature. It appears in a tasty dress, and will make a beautiful holiday present.

A REPORT OF THE DEBATES AND PROCEEDINGS OF THE SECRET SESSIONS OF THE CONFERENCE CONVENED FOR PROPOSING AMENDMENTS TO THE CONSTITUTION OF THE UNITED STATES. By L. E. Chittenden, one of the Delegates. New York: Appleton & Co. Chicago: Griggs & Co. 8vo. Pp. 626. \$5.

These proceedings of the great peace convention of 1861 are from the notes made by Mr. Chittenden at the time. They afford the best opportunity we shall ever have of knowing just how its prominent members stood before the war, and are an indispensable chapter of our political history.

UNCLE NAT. By Alfred Oldfellow. New York: Appletons. Chicago: Griggs & Co. 75 cents.

A good book for boys about the good time which George and Frank had, trapping, fishing, and camping-out.

THE PRIMARY SCHOOL SPEAKER. By George Sherwood. Chicago: G. & C. W. Sherwood. 80 cents.

Just the thing — poetry, prose, and dialogue — for the little primary children to learn their pieces from.

DECLAMATION FOR THE MILLION. Parts II and III. By E. G. Hibbard. Chicago: G. & C. W. Sherwood. 80 cents each.

Part I, containing poetry, we have already noticed. Part II contains dialogues, and Part III prose. The selections in both have been well made, and by one who evidently knew what boys like to find in books of this character.

SHAW AND ALLEN'S COMPREHENSIVE GEOGRAPHY.

We have found time since our previous notice was written to give this geography a thorough reading. It has more than fulfilled the expectations we formed from the earlier examination. This new system does not follow an any beaten track, but has that logical beginning and end which characterize the true Epic. It introduces the pupil to our globe when it was young and new; leads him from that point of time down to the present, attention being invited to the various changes, physical and historical, which have from time to time occurred. While nothing foreign to the true scope of such a book has been dragged in, as by the ears, many valuable incidental suggestions connected with geology, natural history, natural philosophy, botany, astronomy, and civil history, are interwoven. Indeed, so far as the latter branch is concerned, the work proceeds upon the hypothesis that geography, rightly presented, is an inseparable and necessary companion of history; and the two are so linked together as to fix in the pupil's mind many items of importance which would in the absence of such association soon pass away and be forgotten.

Mr. Shaw, who, we believe, is mainly the author of these two geographies, has not copied, because he could not, from preceding systems. His work is the sole member of its genus and species. He has not merely presented facts, but placed them in order, and drawn from them, with masterly simplicity of expression, the truths with which a sound system of geographical knowledge can be built up. His arrangement of materials is not less worthy of commendation than its quality. First, we have an account of the origin and a representation of the life of the globe during the ages preceding man, appropriately styled Natural History. This is followed by short chapters on the advent of ancient, mediæval, and modern history, closing with separate physical and political descriptions of the countries of the present day, the whole being told with the continuity and absorbing interest of a thrilling narrative. Thus it is an unequaled introduction to many cognate studies. It is a kind of museum of the natural sciences generally, from which the pupil, having become acquainted with their mutual relation in time and influence, may proceed intelligently in any direction. As a *Physical Geography* it has no rival, fitness of application being considered.

Scarcely any thing is wanting in the typographical execution, and this we regard as no small matter. The text is profusely yet judiciously illustrated, and by engravings prepared expressly for the work. All are fresh, vivid, and make the text talk. Many of the maps are now for the first time published in English; those in relief can not fail to be admired by all who will examine them. We commend it to the teachers of Illinois as deserving their early examination.

THE SPRINGFIELD REPUBLICAN (Daily and Weekly).

Daily Republican (on a large double sheet Wednesdays and Saturdays), by mail — three months, \$2.25; six months, \$4.50; one year, \$9; twelve copies to

one address, by mail, one year, \$100. The two Double-Sheet *Daily Republicans* each week (Wednesdays and Saturdays) will be sent by mail for \$4 a year. *Weekly Republican* (on a large double sheet) — single copies, *five cents*; one year, \$2.50. To clubs, by mail: five copies to one address, one year, \$11.50; ten copies, \$20; twenty-one copies, \$40; fifty-two copies, \$100; one hundred copies and a *Daily Republican*, \$200. All subscriptions payable in advance. Samuel Bowles & Company, Springfield, Mass.

Our readers may know by our frequent extracts from it what we think of the *Republican*. It is the best paper published in New England. Its weekly summary of New-England news is worth to a Yankee more than the cost of the paper. When we add to this the able political editorials, the critical notices of new books and the extracts from them, the excellent selections of poetry and prose miscellany, we hazard nothing in saying that no family once having enjoyed its visits will allow it to be discontinued.

"THE HUMAN FACE DIVINE."

A New System of Physiognomy — Eyes, Ears, Nose, Lips, Mouth, Head, Hair, Hands, Feet, Skin, with all 'Signs of Character', and how to read them, given in the *Phrenological Journal and Life Illustrated* for 1865. S. R. Wells, Editor. Portraits of remarkable men, in every calling, illustrating different phases of human character, the sane and the insane, the virtuous and the vicious — physiognomy, ethnology, phrenology, psychology, etc., in each number. New volume, 41st, for 1865. Monthly. Only \$2 a year. "Now is the time to subscribe." Sample number by first post, 20 cents. Please address Messrs. Fowler & Wells, 389 Broadway, New York.

THE LADIES' REPOSITORY, under the management of the new editor, Rev. Dr. Wiley, is losing nothing of its old reputation. The December number is at hand and contains the usual variety, embracing, besides the general prose, poetical and editorial articles, a generous 'Sideboard for Children', 'Way-side Gleanings', 'Literary, Scientific and Statistical Items', and the Literary Notices.

HOLIDAY PUBLICATIONS. — Our publishers generally are making more than usual preparations for the holidays.

Messrs. Hurd & Houghton announce in all twenty-six new books and new editions of children's books, among them Sandford & Merton, Swiss Family Robinson, John Gay (by Jacob Abbott), and a new set by the author of the *Nightcap Stories*. They have also just published Bayard Taylor's new book 'John Godfrey's Fortunes', and 'Eliana', being the hitherto uncollected writings of Charles Lamb. They invite special attention to a new edition, the 'Riverside', of Irving's works in monthly volumes, \$1.75 each, the Sketch-Book and Goldsmith now ready.

Sheldon & Co. have new supplies of their juveniles, including the Rollo, Harlie, Walter, Oakland, Brighthope and Sunny-Side series; also The War of the Revolution, \$1.00, a new volume of Abbott's American History; and the 'Sketches', two vols., and 'The Uncommercial Traveler', one vol., in continuation of their elegant household edition of Dickens.

Mr. J. G. Gregory has: 'Forest Pictures in the Adirondacks', by John A. Hows; 'Golden Leaves from the American Poets', 'Golden Leaves from the British Poets', by John W. S. Hows: a new edition of Hawthorne's Snow Image, illustrated, in colors; and 'Spectropia', showing ghosts every where and of any color.

Crosby & Ainsworth publish several new juveniles: among them 'The Adventures of Rob Roy'; 'Life in the Woods' (the adventures of a settler's family in Canada); Grace's Visit, and Romantic Belinda, both for girls; and new supplies of their already large list of the same sort.

W. J. Widdleton has elegant and new editions of Poe's works, and the works of W. Gilmore Simms.

James O. Kane will issue early this month the 'Irvington Stories' (\$1.50), a new juvenile, with illustrations by Darley; and 'The Boys of the Bible', \$1.50.

Geo. W. Childs has, besides his usual variety, the best collection of poetry for the young—the three books making the Rollo and Lucy series.

Scribner has now ready new editions of the Folk Songs and of Bitter-Sweet. He also advertises Perce's Magnetic Globe, a novel holiday gift. It is of soft iron, and is accompanied by magnetic objects representing the races of man, animals, trees, etc., etc., thus illustrating gravitation, the rotundity of the earth, and the many other things generally incomprehensible to children.

Finally, Messrs. Ticknor & Fields have prepared several interesting and important new works and new editions, with special reference to the holidays. Among these are: An illustrated edition of Enoch Arden, by Darley and others; Clever Stories of Many Nations, in rhyme, by Saxe, illustrated by Champney; Following the Flag, by Carleton; the new volume by Capt. Mayne Reid—the Ocean Waifs; a third series of Hymns of the Ages; Looking toward Sunset, by L. Maria Child; a new edition of Hawthorne's Works, in 14 volumes; A New Atmosphere, by Gail Hamilton; Autumn Holidays, by the Country Parson; House and Home Papers, by Mrs. Stowe; together with their previously-advertised publications in 'Blue and Gold' and other fine bindings.

We hope our friends will not be tempted to break any of the commandments as they look over this feast of good things in store for the winter evenings. We confess to having *cracked* one of them as we thought how few of them would be likely to find their way to some of the vacant shelves in our library.

ELEVENTH ANNUAL MEETING OF THE ILLINOIS STATE TEACHERS' ASSOCIATION.

MONMOUTH, DECEMBER 27, 28, 29, 1864.

PROGRAMME OF EXERCISES.

Tuesday, Dec. 27.

10-12. Organization. Address by Pres. R. Edwards,—‘What shall be done next?’ Appointment of Committees.

Afternoon.

2-3. Exercise: Vocal Culture—Prof. J. F. Fargo, Principal of Northwestern Academy of Music, Bloomington. Essay—F. Hanford, Lockport.

3-5. Exercise in Gymnastics—Prof. Powers, of Normal Institute for Physical Education, Chicago. Discussion,—‘How shall Declamation be Conducted in our Schools to secure the Highest Advantages?’ Messrs. Hyatt, of Quincy; Gow, of Rock Island; A. M. Brooks, of Springfield; Savage, of Morrison; and others.

Evening.

7-8. Music, under direction of Prof. Fargo. Essay—M. V. B. Shattuck, Springfield,—‘Heart Culture’.

- 8-9. Address—Prof. J. V. N. Standish, Lombard University,—‘Railroads to Knowledge’.

Wednesday, Dec. 28.

- 9-10. Music. Devotional Exercises. Exercise in Elocution,—Prof. E. M. Booth.
 10-11. Exercise in Writing,—W. M. Scribner, Chicago. Essay,—Miss M. S. Tolman, Monticello.
 11-12. Discussion,—‘To what extent should the language of the text-book be committed by the pupil?’—Prof. Hitchcock, of Knox College; H. H. Smith, of Galena; Z. Truesdel, of Champaign; Phinney, of Unionville; and others.

Afternoon.

- 2-3. Music. Exercise in Music—Prof. Blackman.
 3-4. ‘How may the greatest efficiency of Teachers’ Institutes be attained?’—R. Edwards, of Bloomington; B. A. Cox, of Warren; J. H. Knapp, of Knox; and others.
 4-5. Gymnastics—Prof. Powers. ‘Should the State make special provision for the education of children of soldiers who have died in the service of their country?’—S. H. White, Chicago.

Evening.

- 7-8. Music. Essay—G. P. Beard, Plano, Ill.
 8-9. Address—Prof. W. D. Sanders, Illinois College, Jacksonville.

Thursday, Dec. 29.

- 9-10. Music. Devotional Exercises. Reports of Committees.
 10-11. Exercise in Elocution—Prof. Booth. Gymnastics—Prof. Powers.
 11-12. Discussion,—‘The best plans for securing Coöperation of Parents?’—Messrs. Eberhart, of Cook; Gastman, of Decatur; Kelly, of Whiteside; and others.

Afternoon.

- 2-3. Music. Election of officers. Report of Committee on Resolutions.
 3-4. Essay,—‘History in School’—Prof. Hewett, Normal. Exercise,—Physical Geography—W. H. V. Raymond, Freeport.
 4-5. Exercise—Prof. John S. Hart.

Evening.

- 7-8. Music. Essay—S. H. White, Chicago.
 8-9. Address—Prof. John S. Hart, LL.D., Principal New-Jersey Normal School, Trenton.

The Chicago and Northwestern—Chicago, Burlington & Quincy—Chicago, Alton and St. Louis Railroads, have generously granted half fare to members of the Association.

R. EDWARDS, President.

W. W. DAVIS, }
 W. WOODARD, } Executive Committee.
 J. P. SLADE, }

ILLINOIS TEACHER, VOL. XI.—PROSPECTUS FOR 1865.

give a satisfactory answer to this question. You can answer it by reflecting upon its pages the light that illumines your own mind,—your best thoughts and noblest convictions; by contributing interesting facts to its news department, and by urging your friends and neighbors to subscribe and pay for it. Remember that an idea is all the more your own by being shared with another, that by giving your fellow laborers the benefit of your experience in the actual work of teaching, you are making that experience all the more valuable to yourself. And we hope, therefore, that no teacher or school-officer, however high or obscure his position, however brilliant or moderate his talents and attainments, will feel relieved from the responsibility of doing all he can, in every way, to promote the success of the TEACHER. If it attains the success we hope for it, *yours* is the credit; if it fails, *yours* the disgrace.

The TEACHER will be the Official Organ of the State Superintendent of Public Instruction. It will therefore be indispensable to every School Commissioner, School Director, or Teacher, who desires to be thoroughly conversant with all that relates to his duties under the School Law. Directors have the right, under the provisions of Section 43 of the law, as interpreted by the State Superintendent, to appropriate the price of subscription from their district funds. No district should be without it.

The subscription price of the TEACHER for 1865 will be \$1.50 for a single copy. Any person sending us *five* or more names may remit for the same at the rate of \$1.25 each. Additions to the list may afterward be made at the same rate. All School Commissioners in the State of Illinois are requested to act as agents, and may remit for any number of subscriptions at \$1 25 each.

Our clubbing rates for other Magazines will be as follows:

The TEACHER and <i>Harper's Monthly</i>	\$4.50
The TEACHER and the <i>Atlantic Monthly</i>	4.50
The TEACHER and the <i>Continental Monthly</i>	4.50
The TEACHER and <i>Arthur's Home Magazine</i>	3.50
The TEACHER and <i>Our Young Folks</i>	3.00

Payment in all cases must accompany the subscriptions. Remittances may be made in United States Treasury Notes, Notes of National Banks, Post-Office Money Orders, or Drafts on any of the principal cities.

The volume for 1865 will contain about 400 pages,—each number having from 32 to 40 pages, exclusive of advertisements.

All business communications (such as relate in any way to subscriptions, advertising, or any other purely business matter) should be addressed to the publisher.

Articles for publication, and all communications relating to the editorial management of the TEACHER, should be addressed to the editor.

Address of the Editor—

RICHARD EDWARDS, NORMAL, ILLINOIS.

Address of the Mathematical Editor—

S. H. WHITE, No. 56 Park Avenue, CHICAGO, ILLINOIS.

Address of the Publisher— N. C. NASON, PEORIA, ILLINOIS.

THE ILLINOIS TEACHER---VOLUME XI.

PROSPECTUS FOR 1865.

WITH the number for January, 1865, the ILLINOIS TEACHER enters upon its *Eleventh* volume. The publisher has great pleasure in announcing that the chief editorship for the coming year will be in the hands of RICHARD EDWARDS, Principal of the Illinois State Normal University. Mr. S. H. WHITE, Principal of the Brown School, Chicago, will continue in charge of the Mathematical Department, which he has so ably and satisfactorily conducted during the year now closing.

We submit to the teachers, school-officers and friends of education in Illinois the following statement, and ask a continuance of the patronage hitherto extended to the journal, trusting that the friends of educational progress will exert themselves to give it a wider circulation than it has ever before attained.

It will be our aim to make the TEACHER an exponent of the state of education in Illinois, and elsewhere. It will contain :

Editorial discussions of the prominent and practical educational questions of the day ;

A summary of the educational news of this and other States, as well as of foreign countries, including reports of various associations and institutes, and the whereabouts of teachers ;

Carefully-prepared notices of new books as they appear, embracing not only textbooks, but works of interest to the general reader ;

A special department will be devoted to Mathematics, and special attention to ' Notes and Queries ' ;

Extracts from educational journals and other exchanges, that may throw light upon the state of education in their several localities ;

Such a selection from the articles sent in by contributors as may seem best adapted to subserve the purpose of the journal and the interest of its patrons.

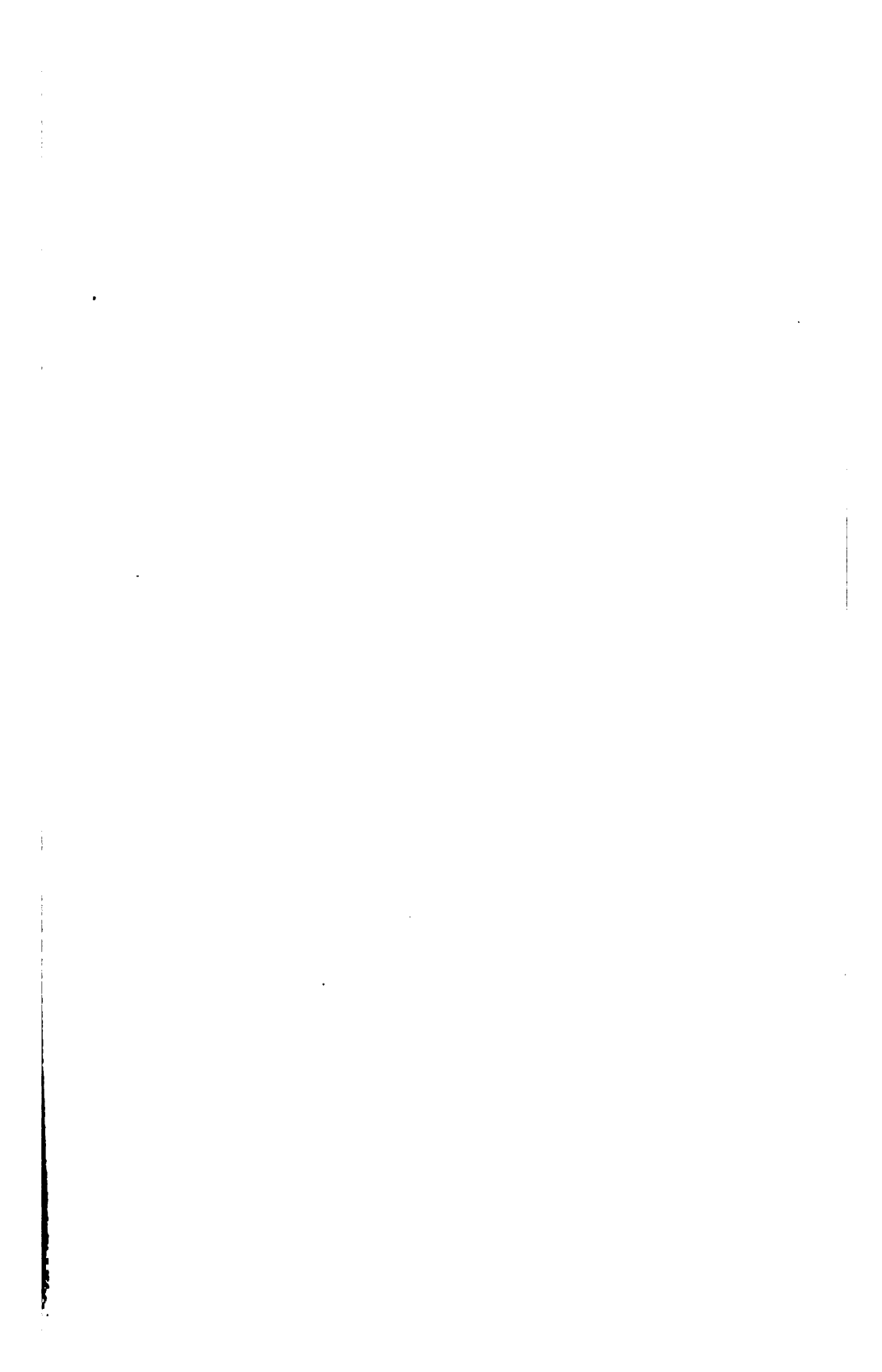
And to this end, frequent communications are solicited from every friend of education in the State, whether teacher or school-officer, whether connected with public or private institutions.

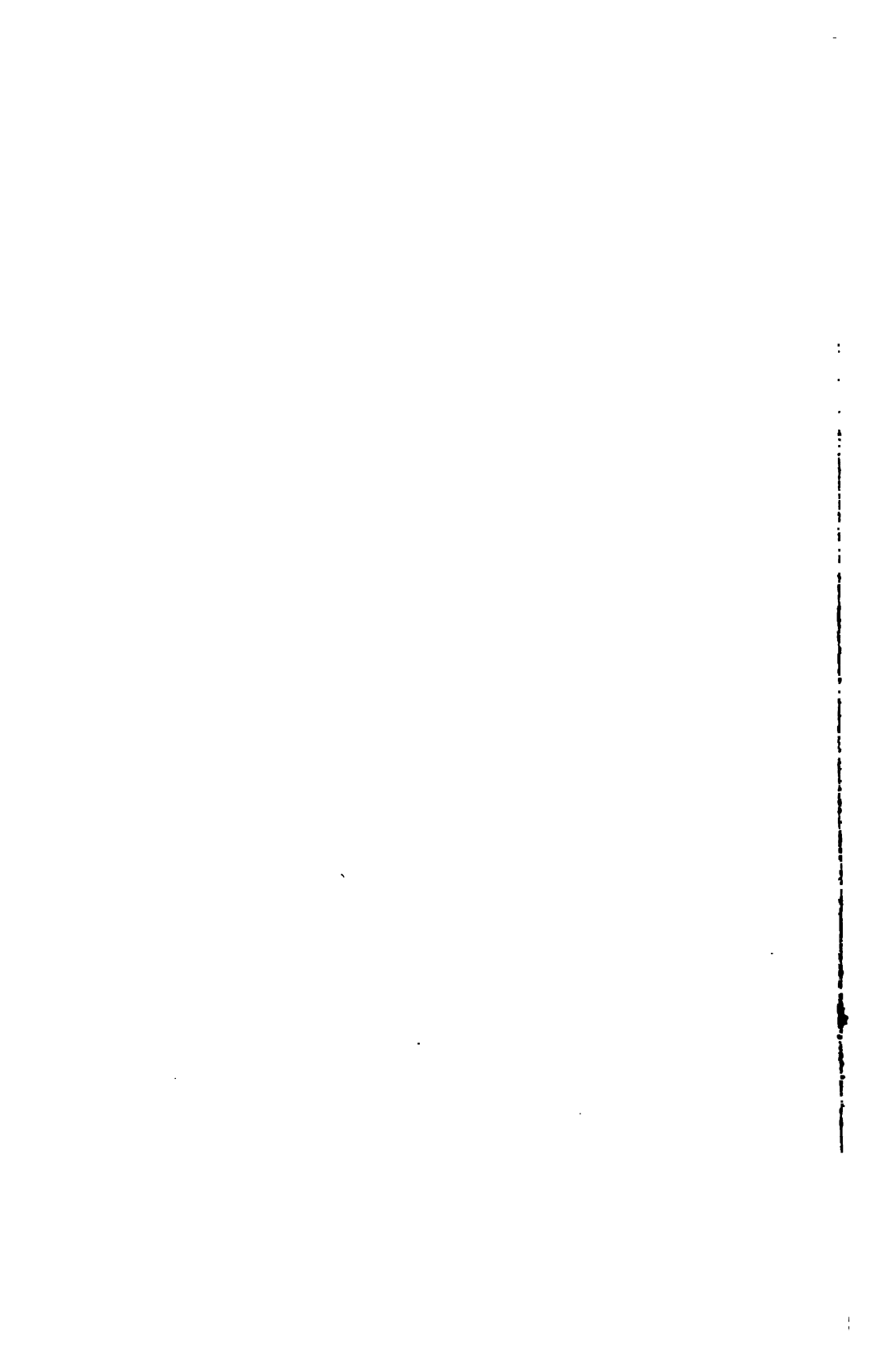
The TEACHER has become a fixed and permanent fact. It is difficult to imagine severer trials than those through which it has passed. Neither financial disaster nor war has been able to stay its progress. And not only has it lived through these vicissitudes, but its life has been positive and vigorous. It has compared favorably with any educational journal in the country, in the vigor, raciness, and practical usefulness of its contents. Our State Superintendent-elect states that " he has many valuable books in the educational department of his library, but that he would sooner part with an equal number of any others than with the volumes of the TEACHER." And his testimony has been corroborated by eminent educators, East and West.

Educational men and women of Illinois : shall this high reputation, deservedly enjoyed by your professional journal, be maintained, and if possible enhanced ? You alone can

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